

**THE IMPLEMENTATION OF COOPERATIVE LEARNING TYPE
STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) TO
IMPROVE STUDENTS' MOTIVATION AND LEARNING
ACTIVITIES IN ACCOUNTING CLASS OF XI AK 2 SMK N 1
KLATEN ACADEMIC YEAR OF 2014/ 2015**

Undergraduate Thesis

This undergraduate thesis is submitted in partial fulfillment of the requirements
to obtain the degree of Bachelor of Education in Faculty of Economics
Yogyakarta State University



By :
YUSUF WICAKSONO
10418244006

**ACCOUNTING EDUCATION DEPARTMENT
FACULTY OF ECONOMICS
YOGYAKARTA STATE UNIVERSITY
2015**

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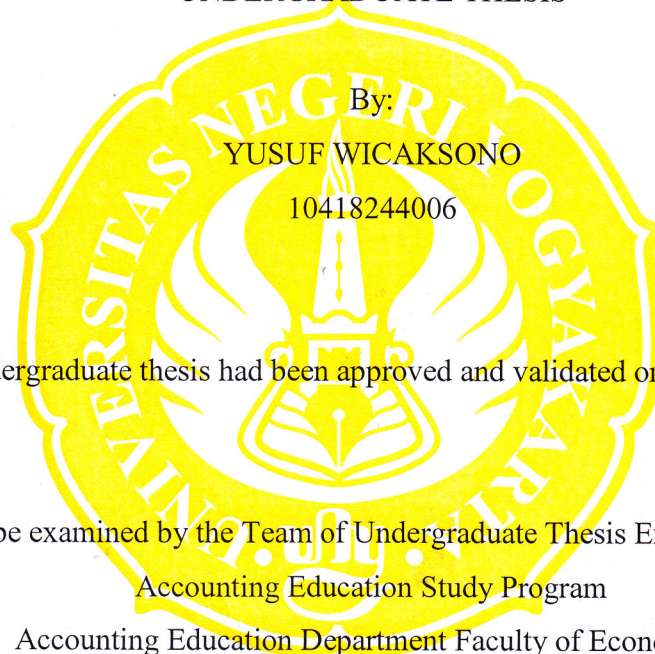


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YEAR OF 2014/ 2015**

UNDERGRADUATE THESIS



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

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ACCOUNTING CLASS OF XI AK 2 SMK N 1 KLATEN ACADEMIC
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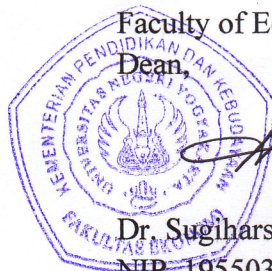
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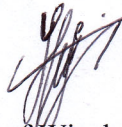
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hereby declare that this undergraduate thesis is my own and original work. According to my knowledge, there is no work or opinions written or published by other, except as reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, July 1st, 2015

The author,



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MOTTO

“Sesungguhnya dibalik kesulitan selalu ada kemudahan” (Al Qur’an surat Al-Insyiraah 94:5 - 6).

" Besarnya sukses Anda ditentukan oleh seberapa kuat keinginan Anda; ditentukan oleh seberapa besar mimpi Anda; dan ditentukan oleh kecakapan Anda dalam mengatasi kekecewaan yang Anda alami" (Robert T. Kiyosaki).

“Do not judge me by my successes, judge me by how many times I fell down and got back up again” (Nelson Mandela).

DEDICATION

With the mercy of God the Almighty, this simple work is dedicated to:

1. My father Mr. Budiyanto, Amd and my mother Mrs. Eko Handestyowati, S.Pd who always provide me their best support and prayer along my life.
2. My beloved sister Putri Nur Rahmawati who always encourage me in every situation.

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YEAR OF 2014/ 2015**

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ABSTRAK

Penelitian ini merupakan Penelitian Tindakan Kelas yang bertujuan untuk meningkatkan motivasi dan aktivitas belajar siswa kelas XI AK 2 SMK N 1 Klaten tahun ajaran 2014/ 2015 dengan menerapkan model pembelajaran kooperatif tipe Student Teams Achievement Divisions (STAD).

Penelitian ini dilaksanakan dalam dua siklus. Teknik pengumpulan data yang digunakan adalah observasi dan angket. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi, angket, dan catatan lapangan. Teknik analisis data yang digunakan adalah deskriptif kuantitatif dengan persentase. Indikator pencapaian dari penelitian ini adalah ketika skor motivasi belajar dan aktivitas belajar siswa mencapai 75%.

Berdasarkan hasil penelitian diketahui bahwa implementasi model pembelajaran kooperatif tipe Student Teams Achievement Divisions (STAD) dapat meningkatkan motivasi dan aktivitas belajar akuntansi siswa kelas XI AK 2 SMK N 1 Klaten tahun ajaran 2014/ 2015. Hal tersebut dibuktikan dengan hasil observasi yang menunjukkan adanya peningkatan skor motivasi belajar siswa sebesar 16.21% dan skor aktivitas belajar siswa meningkat sebesar 16.50%. Begitu pula dengan hasil angket yang menunjukkan adanya peningkatan skor motivasi belajar siswa sebesar 13.51% dan skor aktivitas belajar siswa meningkat sebesar 13.54%.

Kata kunci: Motivasi Belajar Siswa, Aktivitas Belajar Siswa, Pembelajaran Kooperatif, Student Teams Achievement Divisions (STAD).

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ABSTRACT

This research is Classroom Action Research. It aims to improve students' motivation and learning activities of class XI AK 2 SMK N 1 Klaten Academic Year of 2014/ 2015 through the implementation of Cooperative Learning type Student Teams Achievement Divisions (STAD).

This research was conducted in two cycles. The data collecting techniques were observation and questionnaire. The instruments used in this research were observation sheet, questionnaire, and field note. Data analysis technique used were descriptive data analysis with quantitative percentage. The indicator achievement of this research is when the score of students' learning motivation and students' learning activities reaches at least 75%.

Based on the result of this research, known that the implementation of Cooperative Learning type Student Teams Achievement Divisions (STAD) can improve students' motivation and learning activities of class XI AK 2 SMK N 1 Klaten Academic Year of 2014/ 2015. This is proven by the observation results which shows an improvement in students' learning motivation scores by 16.21%, and students' learning activities scores improved by 16.50%. Similarly, the questionnaire results shows an improvement in students' learning motivation scores by 13.51% and students' learning activities scores improved by 13.54%.

Keywords: Students' Learning Motivation, Students' Learning Activities, Cooperative Learning, Student Teams Achievement Divisions (STAD).

FOREWORD

I would like to thank Allah Almighty that has given me His bless and His mercy, those this undergraduate thesis entitled “ **THE IMPLEMENTATION OF COOPERATIVE LEARNING TYPE STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) TO IMPROVE STUDENTS’ MOTIVATION AND LEARNING ACTIVITIES IN ACCOUNTING CLASS OF XI AK 2 SMK N 1 KLATEN ACADEMIC YEAR OF 2014/ 2015**” finally finished. I realize that it would not have been possible without the supports of many people. Therefore, I would like to express my deepest gratitude to the following:

1. Prof. Dr. Rochmat Wahab, M.Pd., M.A., Rector of Yogyakarta State University.
2. Dr. Sugiharsono, M.Si., Dean of Faculty of Economics YSU who had gave the research permission for this undergraduate thesis.
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7. Drs. Budi Sasangka, M.M the Headmaster of SMK N 1 Klaten who had given me the permission to take data for the research in SMK N 1 klaten.
8. Asrini, S.Pd., the accounting teacher of XI AK 2 who had been kindly gave me helpful suggestion, experiences, and guidance during the research.
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12. All parties who cannot be mentioned individually but had provided me all their supports and assistances during the research process.

May God give the best for all the people mentioned above. Finally, I hope that this undergraduate thesis will be useful for the readers.

Yogyakarta, July 1st 2015

The author,



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CHAPTER I INTRODUCTION

A. Background Problem

Improving the quality of human resources (HR) is an absolute prerequisite for achieving development goals. One of that way to improve the quality of human resources is education, those the quality of education must always be improved. In order to improve the quality of education with reference to the Indonesian national education goals as contained in Act 11 1989 section 4 formulated:

“Tujuan pendidikan nasional yaitu mencerdaskan kehidupan bangsa dan mengembangkan manusia seutuhnya. Yaitu manusia yang beriman dan bertaqwa kepada tuhan YME dan berbudi pekerti luhur, memiliki keterampilan kesehatan jasmani dan rohani, kepribadian mantap dan mandiri serta rasa tanggung jawab kemasyarakatan dan kebangsaan.”

Education is a social process that cannot occur without interpersonal interaction. In the book of Anita Lie (2010: 6), supported by the opinion of Johnson and Smith, stated that : *“Belajar adalah suatu proses pribadi, tetapi juga proses sosial yang terjadi ketika masing-masing orang berhubungan dengan yang lain dan membangun pengertian dan pengetahuan bersama”*. The education process has been started since the man was born in a family environment, continued by formal education that is structured and systematic in the school environment.

School as an educational institution has a function to build students to be the beneficial person for his environment. As the implementation of the learning process, schools should pay attention to the things that can support the

establishment of the next generation. Learning activity that will be done must be support one of that functions of the school. Classroom learning activities need to be done effectively thus students can achieve the instructional goals. As stated by Slameto in Yatim Riyanto (2009: 63), *“Dalam belajar, setiap siswa harus diusahakan partisipasi aktif, meningkatkan minat, dan membimbing untuk mencapai tujuan instruksional”*.

Every student has different potentials, attitudes, endurances, spirits, motivations, interests, abilities and particular characteristics which are determine the education successes or teaching and learning process. Understanding the students' characteristics will help the teacher to find an appropriate instruction model for their class (Dwi Siswoyo, et al, 2007: 21). Teachers have important roles on the students' potential development. Teachers' roles in the instruction processes are as facilitators, organizers, motivators, and evaluators. Teachers needed to consider teaching and learning method and strategy for their class thus students' can motivated and active on learning. Wina Sanjaya (2006: 124) says that teaching and learning strategy is the activity that has to be decided by teachers and students, thus the purpose of study can be achieved effectively and efficiently.

The effective teaching and learning is the process that enables students to be active along the teaching and learning process in the classrooms. In the teaching and learning process, there are opportunities for the students to develop themselves and also the concepts and senses of the subjects being studied through various activities. For that reason, teachers have to be creative

and innovative to select a particular method or teaching and learning model that can improve students' motivation and learning activities.

Based on the observation conducted by researcher in class XI AK 2 SMK N 1 Klaten, 6 of 37 students did not bring the homework and there were also some students did not bring the books to learn, they only brought the notes to write the teachers' explanation, it is contrary to the indicators of students' learning motivation explained by Sardiman A.M. (2011: 83-84) on the first point, that is diligent in doing the task. Researcher also find that there are some students give up and stop doing the task or quiz, it is contrary to the indicators of students' learning motivation explained by Sardiman A.M. (2011: 83-84) on the second point, that is does not give up when finding difficulties. Dimiyati and Mudjiono (2009: 239) explained that learning motivation is a mental strength that pushes a learning process. Further, Mulyasa (2007: 266) define, motivation as an encouragement that causes someone to do something. According to Sardiman A.M. (2011: 83-84) motivation in someones' self has some characteristics as follows; a) Diligent in doing the task; b) Does not give up when finding difficulties; c) Showing interest of many problems; d) Being dependent in doing something; e) Being bored when there are monotones assignments; f) Maintaining opinions; g) Not easily shaken by somethings that are believed; h) Interesting to finding and solving problems.

Suryabrata (2004), there are factors that influence students' learning motivation: a) External factors - factors come from outside the individual which is divided into two: the social factors include other human factors (teachers, counselors, and parents) present either directly or indirectly and non-social factors include the state of the air, air temperature, weather, time, place of learning, and others. b) Internal factors - factors from the inside of the individual that is divided into two: physiological factors include the physical state and the functions' of physiological and psychological factors include interest, intelligence, and perception.

In addition to the problems about learning motivation above, the researcher also found the problems about students' learning activities, based on the observation, researcher found that when the teacher gave them learning materials, majority of the students were silent and no attention to the materials, it is contrary to the indicators of students' learning activities explained by Nana Sudjana (1991: 11-12) on the first point, that is the students' learning activities on an individual basis for the implementation of concept, principles, and generalizations. There are only 10 of 37 students in the class who were actively asked some questions and share their opinions along the learning process, it is contrary to the indicators of students' learning activities explained by Nana Sudjana (1991: 11-12) on the point 4 and 10, that are the courage of the students to express their opinion and an attempt of the students to ask the teacher or ask for teachers' opinion. When the students did the exercises, only 15 of 37 students or 40.54% students did the exercises seriously and the rest

cheated their friends, it is contrary to the indicators of students' learning activities explained by Nana Sudjana (1991: 11-12) on the third point, that is The participation of students in carrying out the task in various ways.

In the teaching and learning, students' learning activities are very important and need to be considered by the teacher thus learning process will achieve optimal result. Sardiman (1996: 95) stated that basically, learning is doing something to change behavior. Sardiman (1996: 96) also explained that learning needs activities because without activities, learning processes will not run well. Sugihartono (2009: 76) says that there are two factors that influencing the success of learning activities, these are external and internal factors. External factors are the factor coming outside of the students, such as family, culture, and environment. Whereas, internal factors are divided into two kinds, physical factors (health and physical defect) and psychology factors (motivation).

There are indicators of learning activities according to Nana Sudjana (1991: 11-12), these are:

- 1) The students' learning activities on an individual basis for the implementation of concept, principles, and generalizations.
- 2) The students' learning activities in group to solve problems.
- 3) The participation of students in carrying out the task in various ways.
- 4) The courage of the students to express their opinion.
- 5) The students' learning activities of analysis, synthesis, evaluation and conclusion.
- 6) The existence of social relationships among students in performing learning activities.

- 7) Every students able to comment and provide feedback to the other students' opinions.
- 8) There are opportunity for each student to use various learning resources.
- 9) An attempt for each student to assess the learning outcomes achieved.
- 10) An attempt of the students to ask the teacher or ask for teachers' opinion.

From the observations result as described above, indicates that the students' motivation and learning activities of class XI AK 2 SMK N 1 Klaten is still relatively low. The teaching and learning method used by teacher are less in innovative, there are conventional one such as explain the material, question and answer, still teacher centered. Those researcher could say that the existing teaching and learning in the classroom are still not optimal and can not reach the goals of learning yet.

Based on that situation, the teacher should conduct an evaluation on the teaching and learning that would bring the result on the evaluative activities which could be the solution for the problems happened. Teacher should be able to organize the class including the motivation and activities to achieve the goals. Nowadays, there are various appropriate teaching and learning models available which are more creative and innovative. Teachers as facilitators and motivators have to provide a good teaching and learning atmosphere for students, thus they can learn better. Teacher should be able to implement various teaching and learning models. Teaching and learning models have to be able to improve the students' motivation and they should be able to support students' activities in the classroom.

Based on the observation, the researcher found that there was a gap between the ideal and the existed instructional process. The students' motivation and learning activities in joining the lesson was still low. Those problems indicated that there was an essential problem in teaching and learning process in accounting subject and it was important to find the solution of those problems. As the effort to solve the problems, it was important for the researcher to do Classroom Action Research (CAR).

The teaching and learning method that will be applied in this research is Cooperative Learning. According to Wina Sanjaya (2009: 247-248) cooperative learning has some benefits such as developing the students' ability to express idea verbally and comparing their idea with the others, to help students to develop the character of responsibility in learning, interaction during cooperative learning can improve the motivation of the students and stimulate them to think, and through cooperative learning the students do not depend themselves to their teacher, but they become more confidence on self-thinking, finding information from a lot of sources, and learning from the other students.

One of the types of cooperative learning is Student Teams Achievement Divisions (STAD). STAD is a teaching and learning technique which involves the participation and cooperation of all the members of the group. Isjoni (Tukiran Taniredja, 2011: 64) believed that STAD is one of the cooperative learning types which emphasize the importance of activities and interactions among the students to motivate and to help one another to master all materials in order to achieve the goals of learning.

Based on the description above, the researcher will conduct Classroom Action Research (CAR) in order to improve the students' motivation and learning activities in class XI AK 2 SMK N 1 Klaten, entitled “ The implementation of cooperative learning type Students Teams Achievement Divisions (STAD) to improve students' motivation and learning activities in accounting class of XI AK 2 SMK N 1 Klaten academic year of 2014/ 2015”.

B. Problem Identification

Based on the background above, there are some problems that can be identified, such as:

1. There was little innovation made by the teacher in term of the use of teaching and learning models. Various teaching and learning models are needed in order to improve the students' motivation and learning activities.
2. The students' learning motivation are still low.
3. The students' learning activities are still low.

C. Problem Limitation

Researcher do the research in class XI AK 2 SMK N 1 Klaten because the researcher found the problems about learning motivation and activities that still low in accounting class, specifically in the topic of understanding money market and capital market. Less precisely and less in innovative of learning method used by teacher be one of the reason. To improve the students' motivation and learning activities, the researcher choose the cooperative learning type Students Teams Achievement Divisions (STAD).

D. Problem Formulation

Based on the background above, can be formulated a problem as follows:

1. How to improve students' learning motivation in accounting class using cooperative learning type Student Teams Achievement Divisions (STAD) in class XI AK 2 SMK N 1 Klaten?
2. How to improve students' learning activities in accounting class using cooperative learning type Student Teams Achievement Divisions (STAD) in class XI AK 2 SMK N 1 Klaten?

E. Research Objectives

Based on the formulation of the problem above, the purpose of the research are:

1. To improve students' learning motivation in class XI AK 2 SMK N 1 Klaten by the implementation of cooperative learning type Student Teams Achievement Divisions (STAD).
2. To improve students' learning activities in class XI AK 2 SMK N 1 Klaten by the implementation of cooperative learning type Student Teams Achievement Divisions (STAD).

F. Research Benefits

1) Theoritically

This research will be useful for the future research and also will be useful for the development of knowledge especially about teaching and learning strategies and methods in accounting subject. The result of this

research will be an input to improve the quality of education in the concerned school.

2) Practically

a. For the researcher

This research will develop the researchers' knowledge because the researcher faces the actual problems in the field. It also gives learning experiences to the researcher, thus in the future researcher will have a skill to conduct research and a good understanding on the case that the researcher concerns with.

b. For the students

This research will increase the students' motivation and learning activities in accounting learning, thus it will be more interesting for them and their knowledge will be developed.

c. For the teachers

This research can facilitate teachers to evaluate the on going teaching and learning processes. It will become an innovation for teachers in developing teaching and learning method.

CHAPTER II LITERATURE REVIEW

A. Theoretical Review

1. Students' Learning Motivation

a. Definition of Students' Learning Motivation

The term of motivation is derived from the word “motive”, means as an effort that pushes someone to do something. The issue of motivation in learning is how to arrange motivation can be improved. Motivation will always determine the intensity of students' effort to achieve something. They will find out something to increase their knowledge if they have motivation to learn. According to Wlodkowsky (Sugihartono, 2007: 78) states that motivation is a condition that causes certain behavior and give direction and also persistence on that behavior. In line with Wlodkowsky, Dimyati and Mudjiono (2009: 80) state that motivation is a mental encouragement that pushes and gives directions to someones' behaviour, including learning behaviour. Dimyati and Mudjiono (2009: 239) also explained that learning motivation is a mental strength that pushes a learning process. Further, Mulyasa (2007: 266) define, motivation as an encouragement that causes someone to do something. Students' learning motivations have to be reinforced thus students will have a high motivation in the comfortable learning atmosphere.

Based on the explanation above, the researcher conclude that learning motivation is all students' effort and good impulse that comes from within themselves or from the outside that can spur and encourage them in achieving their learning goals. When the students learn with high motivation, they will learn seriously. Conversely, when the students learn with low motivation, will have an impact on students' learning low spirit and less serious in learning. High or low the students' learning motivation will have an impact on student successes in achieving itself.

b. The Characteristics of Students' Learning Motivation

According to Sardiman A.M. (2011: 83-84) motivation in someones' self has some characteristics as follows:

- a) Diligent in doing the task.
- b) Does not give up when finding difficulties.
- c) Showing interest of many problems.
- d) Being dependent in doing something.
- e) Being bored when there are monotones assignments (drills or something that make them not creative)
- f) Maintaining opinions.
- g) Not easily shaken by somethings that are believed.
- h) Interesting to finding and solving problems.

The characteristic as mention above will be crucial in the learning process. The students diligent in doing task, ask to the teacher about the

material, express opinions, have a high interest in learning, etc. That are give positive impact in the success of achieving the learning objectives. All the things must be understood correctly by the teacher, in order to interact with their students can provide proper and optimal motivation.

c. The Purpose of Motivation

According to Sardiman A.M. (2011: 85), motivation has three functions, which are:

- a) It pushes somebody to do something, thus it can be an internal drive that supplies energy for someone. In this case, motivation is an internal drive of every single activity that will be done by someone.
- b) Motivation determines the purposes that will be achieved by someones' activities. It means that motivation guides someone to do something or some activities that are appropriate with their purposes or goals.
- c) It helps someone to select the activities that he or she has to do in order to achieve the established purposes. Someone will select some activities that useful for achieving their purposes and removes the activities which have no advantages for achieving the purposes.

Motivation can push or support someones' efforts to achieve something. Everyone does something because they have motivation.

When there is a high motivation, there will be a good learning achievement.

Ngalim Purwanto (2006: 73) states that the purpose of motivation in general is to push or encourage someone thus they have willingness to do something in order to achieve results or certain goals. For the teacher, the purpose of motivation is to push or stimulate the students' willingness in improving their learning achievement based on the school curriculum applied. Thus, the goal of education can be achieved.

d. Factors That Influence Students' Learning Motivation

According to Suryabrata (2004), there are factors that influence students' learning motivation, which are:

- a) External factors, factors that come from the outside of the individual which is divided into two: social factors include other human factors (teachers, counselors, and parents) present either directly or indirectly. The selection of learning method used is done by the teacher, thus it is included in the external factors, rather social factors. And non-social factors include the state of the air, air temperature, weather, time, place of learning, and others.
- b) Internal factors, factors from the inside of the individual that is divided into two: physiological factors include the physical state and the functions' of physiological and psychological factors include interest, intelligence, and perception.

e. **How To Improve The Students' Learning Motivation**

To improve learning motivation, the teacher has to build students' behaviour on having good attention and working hard step by step. Therefore, efforts and attention from the teacher needed to guide the students who have low achievement thus they have a high learning motivation.

In an effort to improve students' learning motivation, there are six things that teachers can do according to Dimiyati and Mudjiono (2009: 108):

1. Generating encouragement to the students to learn.
2. Concretely explain to students what teachers can do at the end of teaching.
3. Pay tribute to the achievements of students in order to stimulate to obtain achievements in the future.
4. Make a good study habits.
5. Help students' learning difficulties, either individually or in groups.
6. Using a variety of learning methods.

2. Students' Learning Activities

a. **Definition of Students' Learning Activities**

According to Anton M. Mulyono (2001: 26), "*Aktivitas adalah kegiatan atau keaktifan*". Sriyono said that "*Aktivitas adalah segala kegiatan yang dilaksanakan baik secara jasmani atau rohani*."

Students' activities during the learning process is one of indicator of the desire of students to learn.

According to Oemar Hamalik (2001: 28), *“Belajar adalah suatu proses perubahan tingkah laku individu melalui interaksi dengan lingkungan”*. Sardiman A.M. (2003: 22) said *“Belajar merupakan suatu proses interaksi antara diri manusia dengan lingkungannya yang mungkin berwujud pribadi, fakta, konsep ataupun teori”*.

Dimiyati and Mudjiono (2009: 44-46) state that learning activity is all of the learning's form in which students can participate in the teaching and learning process actively whether in the form of interaction among the students themselves or between students and teacher.

Then, researcher can conclude that learning activity is all activities that performed in the process of interaction between teacher and students in order to achieve the purpose of learning. Activities here is focused on students, that is students active in the learning process, active learning as presented by Rochman Natawijaya on DEPDIKNAS (2005: 31), *“Pembelajaran aktif adalah suatu sistem belajar mengajar yang menekankan keaktifan siswa secara fisik, mental intelektual dan emosional guna memperoleh hasil belajar berupa perpaduan antara aspek kognitif, afektif dan psikomotor”*.

b. Classification of Students' Learning Activities

Paul B. Dierich (on Sardiman, 2004: 101), classifying the students' learning activities as follows:

1) Visual activity

Reading, viewing pictures, watching experiments, demonstrations, exhibitions, and watching other people work and play.

2) Oral activity

Suggests a fact or principle, connect an event, ask questions, make suggestions, give an opinions, interviews, discussions and interruptions.

3) Listening activity

Listening to the presentation of the material, listening to conversations or group discussions, listening to a game, listening to the radio.

4) Writing activity

Write a story, write a report, check the composition, the ingredients, make a summary, doing the tests and completed questionnaires.

5) Drawing activity

Draw, make a chart, diagrams, maps and pattern.

6) Metrics activity

Conducting the experiment, selecting tools, implementing exhibitions, model making, organizing games, dancing and gardening.

7) Mental activity

Reflect, remember, solve problems, analyze the factors, see relationships and make decisions.

8) Emotional activity

Interest, differentiate, brave, calm and others.

c. Indicator of Students' Learning Activities

According to Nana Sudjana (1991: 11-12), students' learning activities can be seen from:

- 1) The students' learning activities on an individual basis for the implementation of concept, principles, and generalizations.
- 2) The students' learning activities in group to solve problems.
- 3) The participation of students in carrying out the task in various ways.
- 4) The courage of the students to express their opinion.
- 5) The students' learning activities of analysis, synthesis, evaluation and conclusion.
- 6) The existence of social relationships among students in performing learning activities.

- 7) Every students able to comment and provide feedback to the other students' opinions.
- 8) There are opportunity for each student to use various learning resources.
- 9) An attempt for each student to assess the learning outcomes achieved.
- 10) An attempt of the students to ask the teacher or ask for teachers' opinion.

d. How To Improve Students' Learning Activities

Dimiyati and Mudjiono (2009: 62-63) state that teachers can do some ways to make the students active in learning as follows:

- 1) Use more than one method and multimedia.
- 2) Give task individually or in a group.
- 3) Give chance to the students to do experiment in a small group.
- 4) Give task to read the materials, write unclear things.
- 5) Hold question and answer session, and discussion.

3. Cooperative Learning Method

a. Definition of Cooperative Learning

Cooperative Learning implies basically as an attitude or behavior in work or helping among others in the group structure, which consists of two or more people work where success is strongly influenced by the involvement of each member of the group itself (Solihatin & Raharjo, 2007: 15).

According to Slavin (1992) cooperative learning is a model of learning where students study and work in small groups whose members collaboratively 4-6 students with heterogeneous group structure.

Wina Sanjaya (2009: 240) defines cooperative learning as learning model which is use small group system, there are 4-6 students with different academic ability, gender, race, or ethnic (heterogenic). Scoring systems done to the groups. Each group will acquire reward, if the group is able to get the point that is required. Thus, each group will have positive dependence. The dependence is to improve the individual responsibility to their group and improve the interpersonal skills from each group. Each individual will help each other, they will have motivation to their group success, thus each individual will have same opportunity to give contribution in their group. Further, according to Solihatin and Rahardjo (Tukiran Taniredja, 2011: 56), cooperative learning means a structure in which a group task is done together with all members of the group. Cooperative learning model is different with working in group as usual. There are some basic elements that make it different from spontaneously group dividing (Anita Lie, 2002: 29).

Miftahul Huda (2013) states that cooperative learning can be implemented for all academic tasks. Cooperative learning should involve the students who have low, medium, and high competences

thus the balance among them can be achieved. Educationists suggest cooperative learning model to be used in instructional process.

Wina Sanjaya (2009: 241) says that cooperative learning has two components, it is cooperative task and cooperative incentive structure. Cooperative task related to the things that cause members to work together in completing the group task. Cooperative incentive structure is something that motivating individuals to work together to achieve the goals of the group.

From some definitions above, it can be concluded that cooperative learning model is learning model which is use small group system (4-6 students) with different academic ability, gender, race, or ethnic (heterogenic) that encourages students to do cooperation in learning to achieve the goal.

b. Principles of Cooperative Learning

According to Wina Sanjaya (2009: 244-245), there are 4 principles in cooperative learning. These are:

1) Positive dependence principle

In group learning, the success of the completing the task depends on how the members work. Thus, every members in a group will feel dependent to each other. To create the effective group, every members should divide the job based on the goal of the group. The job should suit with the ability of every member. This is the essence of positive dependence principle which means

that to complete the task is needed a good cooperation from every members of the group.

2) Personal responsibility

Because the success of the group depends on the members of the group, every member should have their own responsibility.

3) Face-to-face Interaction

Cooperative learning gives space and chance to every members of the group to have face-to-face interaction in order to exchange information. This face-to-face interaction gives experience to the students of every group to do cooperation, appreciate every difference, and make use of every strength owned by the members, and fill the weakness of every member.

4) Participation and Communication

Cooperative learning helps students to be able to do active participation and communication. This ability is important for their basic in the society.

c. Characteristics of Cooperative Learning

Cooperative learning is different from the other learning model. The differences can be seen from the teaching and learning process which emphasizes on the process of cooperation in a group. The goal that should be achieved is not only focus on the academic, in the meaning of definition of the material, but also focus on the use of cooperation to understand the material. The presence of cooperation

becomes the specific characteristics of cooperative learning. The characteristics of cooperative learning according to Wina Sanjaya (2009: 242-244) is explained as below:

a) Team-based Learning

Cooperative learning is team-based learning. Team is used as a media to reach the goal. For that reason, team should make every members learn. Every member must help each other to reach the goals. The success of the learning is determined by the success of the team. Every team is set as heterogenic to make the students get experience from others, give and accept others, thus every student will give contribution for the success of the team.

b) Cooperative-management based

Management has 4 functions. These are planning, organizing, implementing, and controlling. Planning shows that cooperative learning need a good planning to make the teaching and learning process runs effective. While organizing shows that cooperative learning is about doing the task together. Thus it is important to distribute the job and the responsibility for every member. Implementing here shows that cooperative learning must be done based on the planning includes the teaching and learning steps agreed. And the function of controlling shows that in the cooperative learning the teacher can determine the criteria of successful learning through test or non test.

c) Willingness to Cooperate

The success of cooperative learning is determined by the success of the group or team. Thus, the principle of cooperation has to be encouraged in cooperative learning.

d) Cooperation skill

The willingness to cooperate then is practiced through the activity which is showed in cooperation skill. Thereby, students need to be encouraged to be able to interact and communicate with other members. The students should be helped to face the obstruction in interacting and communicating, thus they can express their idea, their opinion, and give contribution on the success of the group.

d. Advantages and Disadvantages of Cooperative Learning Model

1. The Advantages of Cooperative Learning Model

The advantages of cooperative learning model according to Wina Sanjaya (2009: 247-248) are:

- a) Through cooperative learning, students do not depend themselves to their teacher, but they become more confidence on self-thinking, finding information from a lot of sources, and learning from other students.
- b) Cooperative learning can develop students ability to express idea verbally and compare their idea with the others.

- c) Cooperative learning can help students to respect another and realize that every student has weaknesses thus they must accept the differentiation.
- d) Cooperative learning can help students to develop the character of responsibility in learning.
- e) Cooperative learning able to improve the academic achievement along with social competences, included developing self-esteem, interpersonal relationship, time management, and positive attitude towards school.
- f) Through cooperative learning, students can develop the skill on testing idea and their understanding, and the skill of accepting feedback. Students can learn how to solve a problem without worrying about mistakes, because the decision is the group responsibility.
- g) Cooperative learning can improve students' ability to use information. They also can learn about learning abstract into real.
- h) Interaction during cooperative learning can improve the motivation of the students and stimulate them to think. This is useful for the long-term education process.

2. The Disadvantages of Cooperative learning Model

According to Wina Sanjaya (2009: 248-249), there are some disadvantages of cooperative learning such as:

- a) It takes time to understand and know the philosophy of cooperative learning.
- b) The main characteristic of cooperative learning is that students learn each other. Therefore, if the teaching and learning process is done without effective peer teaching, the goal of teaching and learning cannot be reached.
- c) The assessment in cooperative learning is based on the result of group work.
- d) The success of cooperative learning in developing group work awareness needs long time. The strategy cannot be applied just once.

Although the ability to work together is important for students, but there are a lot of activities that is based on students' individual ability.

4. Cooperative Learning Type Student Teams Achievement Divisions (STAD)

a. Understanding of Cooperative Learning Type Student Teams Achievement Divisions (STAD)

According to Slavin (2009: 143), STAD is one of the simplest cooperative learning model and also the best model for teacher who only starts using cooperative approach. Isjoni (Tukiran Taniredja, 2011: 64) states that STAD is one of cooperative learning model which focuses on the activities and interactions among students to motivate

and help each other in learning materials to accomplish maximum achievement.

Based on those definitions above, the researcher concludes that cooperative learning model type Students Teams Achievement Division (STAD) is the simplest cooperative learning model which emphasis on the students' activities and interaction, and every member supports and helps each other in learning the materials and makes sure every member understand the concept.

b. Steps of Cooperative Learning Type Student Teams Achievement Divisions (STAD)

According to Slavin (2009: 143-146), there are five steps of cooperative learning type STAD as follow:

1. Classroom Presentation

Firstly, in STAD the material is introduced in a classroom presentation. The form can be a direct teaching or by doing discussion on the materials which leads by the teacher, but the teacher also can involve audiovisual presentation. In the classroom presentation the main focus is only on STAD. Thus, the students will realize that they must pay attention during the class presentation, it will help the students in doing the individual quiz. The quiz score will determine the team score.

2. Team Work

The team consists of 4-5 students who represent the whole class in terms of academic, gender, race and ethnic. This grouping system has functions to make sure that all of the members of the team study seriously and also to prepare the members to be able to do a quiz well. After the teacher presents the material, the teams gather to learn the task or another material.

3. Quiz

After approximately one or two periods after teacher gives presentation and one or two periods of team discussion, students will do an individual quiz. Students are not allowed to help each other in the quiz, thus every student has a responsibility to master the materials.

4. The score of individual progress

Students are given some purposes that should be reached if they work harder and give a better performance than before. Every student can contribute to give a maximum point to their team, but there will be no student who can do that without giving their best effort. Every student is given a starting score which is gained through the mean of previous students' performance in doing the same quiz. Then, students will collect some points for their team based on their score improvement level if it compares with their starting score.

5. Team Recognition

The teams will get a special certificate or a kind of award if their mean score can fulfill some criteria. Students' team score can also be used to contribute about twenty percent of their rank.

B. Relevant Research

There are some previous researches which are relevant with this research, these are:

1. Research conducted by Ummu Rubiyatun (2011), entitled "*Implementasi Model Pembelajaran Kooperatif Tipe Student Teams Achievement Divisions (STAD) Untuk Meningkatkan Aktivitas Belajar Siswa Kelas X AK 3 SMK Batik Perbaik Purworejo Tahun Ajaran 2010/2011*". The result of this study show that cooperative learning type STAD can improve students learning activity. Students who listened and heard explanation teacher has increased from 58 % to 88 %, students that makes a note or summarizes matter has increased from 12 % to 100 %, students who asked the teacher has increased from 38 % to 72 %. The similarities the research above with the researchers' study lies in the learning model and the type of research, and the difference is going on the term of time, research setting, and subject of the research.
2. Research conducted by Yuan Adi Kusuma (2013), entitled "*Implementasi Model Pembelajaran Kooperatif Tipe Students Teams Achievement Divisions (STAD) untuk Meningkatkan Aktivitas Belajar Akuntansi Siswa Kelas X Akuntansi SMK Piri 3 Yogyakarta Tahun Ajaran 2012/2013*". The

results showed an increase in each learning activity indicators from the first cycle to the second cycle. Reading the subject matter increased from 77.78% into 94.44%, a discussion with members of the group in solving a given problem increased from 61.11% into 94.44%, ask the teacher or friends increased from 77.78% into 94.44%, or respond to the opinion expressed increased from 72.22% into 88.89%, helping fellow members of the group in understanding the subject matter increased from 77.78% into 88.89%, recorded or summarizes the subject matter increased from 77.78% into 88.89%, working on cases or tasks assigned to work together increase from 77.78% into 94.44%. The similarities the research above with the researchers' study lies in the learning model and the type of research, and the difference is going on the term of time, research setting, and subject of the research.

3. Research conducted by Juwita Giri Mukti (2014), entitled "The Implementation of Cooperative Learning Type Student Teams Achievement Division (STAD) Using Snakes and Ladders Games to Improve Students' Learning Motivation and Activities of grade X AK 2 at SMKN 1 Bantul Academic Year of 2013/ 2014". The result showed an increase of motivation and learning activities. The score of students' learning motivation improved from 76,14% on the cycle 1 into 90,48% on the cycle 2 or improved by 14,34%. From questionnaire result, the score of students' learning motivation improved from 74,80% on cycle 1 into 83,06% on cycle 2 or improved by 8,26%. Individually, students' learning

motivation score obtained from observation sheet is 65,62% on the cycle 1 into 93,75% on the cycle 2 or improved by 28,13%. Meanwhile, based on questionnaire is 65,62% on the cycle 1 into 90,62% on the cycle 2 or improved by 25%. And the score of students' learning activities improved from 76,13% on the cycle 1 into 89,84% on the cycle 2 or improved by 13,71%. From questionnaire result, the score of students' learning activities improved from 75,78% on cycle 1 into 82,03% on cycle 2 or improved by 6,25%. Individually, students' learning activities score obtained from observation sheet is 68,75% on the cycle 1 into 90,62% on cycle 2 or improved by 21,87%. Meanwhile, based on questionnaire sheet is 71,87% on the cycle 1 into 93,75% on the cycle 2 or improved by 21,88%. The similarities the research above with the researchers' study lies in the learning model and the type of research, and the difference is going on the term of time, research setting, and subject of the research.

C. Conceptual Framework

Based on the background problem that the students' motivation and learning activities of class XI AK 2 SMK N 1 Klaten are relatively low. It happens because the teacher less in innovation in term of using learning method. The main thing to do is make an innovation on using learning methods.

Based on the situation, teacher as facilitator and motivator has to use the best method on teaching. Teacher has to make learning situation which are

interesting for students, thus students enjoy the learning by the implementation of variety learning method that are student centered. Teacher should be able to use learning method which can encourage the students to be more actively participate in following the learning process. One of the method that can be applied is cooperative learning type STAD.

STAD is one of learning method that emphasize on the importance of activities and interaction among the students to motivate and help each other in understanding the material in order to achieve the learning objectives. The picture below is the conceptual framework of this research:

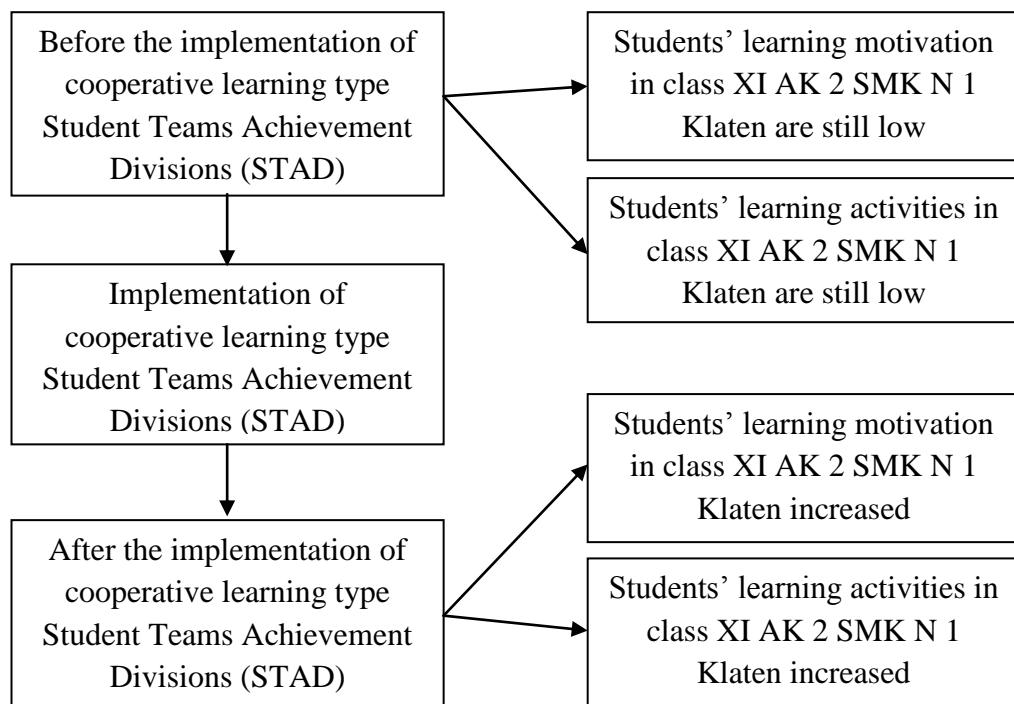


Figure 1. Research Framework Scheme

D. Hypothesis

Based on the description above, could be proposed hypothesis of this research, these are:

1. The implementation of cooperative learning type Students Teams-Achievement Divisions (STAD) can improve the students' learning motivation in accounting learning of class XI AK 2 SMK N 1 Klaten Academic Year 2014/ 2015.
2. The implementation of cooperative learning type Students Teams-Achievement Divisions (STAD) can improve the students' learning activities in accounting learning of class XI AK 2 SMK N 1 Klaten Academic Year 2014/ 2015.

CHAPTER III RESEARCH METHOD

A. Research Design

This study is classified as classroom action research. Suharsimi (2012, 2-3) stated that action research is the combination of “research, action, and class”. Susilo (2007: 16) says *”penelitian tindakan kelas merupakan penelitian yang dilakukan oleh guru di kelas atau di sekolah tempat mengajar, dengan penekanan pada penyempurnaan atau peningkatan praktik dan proses dalam pembelajaran”*. Research is a detailed study of a subject, using a certain methodology in order to discover new information or reach a new understanding. Action is a process of doing something and the process is classified into some cycles. Meanwhile, class is a group of students who are taught together at school. Those classroom action research is the research which is done in the class and studies the process of teaching and learning.

In this research, the researcher and the teacher collaboratively to carry out the research. The teacher who take action and the researcher as the observer along the action. Suharsimi Arikunto (2012: 17) explains that the ideal classroom action research is one that is carried out in pairs between the ones who perform the action and the ones who observe the on going process of the implementation of the actions. The ideal research result in valid findings which do not contain any subjectivity.

According to Suharsimi Arikunto (2008: 16), classroom action research model outlines four stages which are common to known, namely: 1)

Planning, 2) Implementation, 3) observation, 4) Reflection. The model and explanations for each phase are as follows:

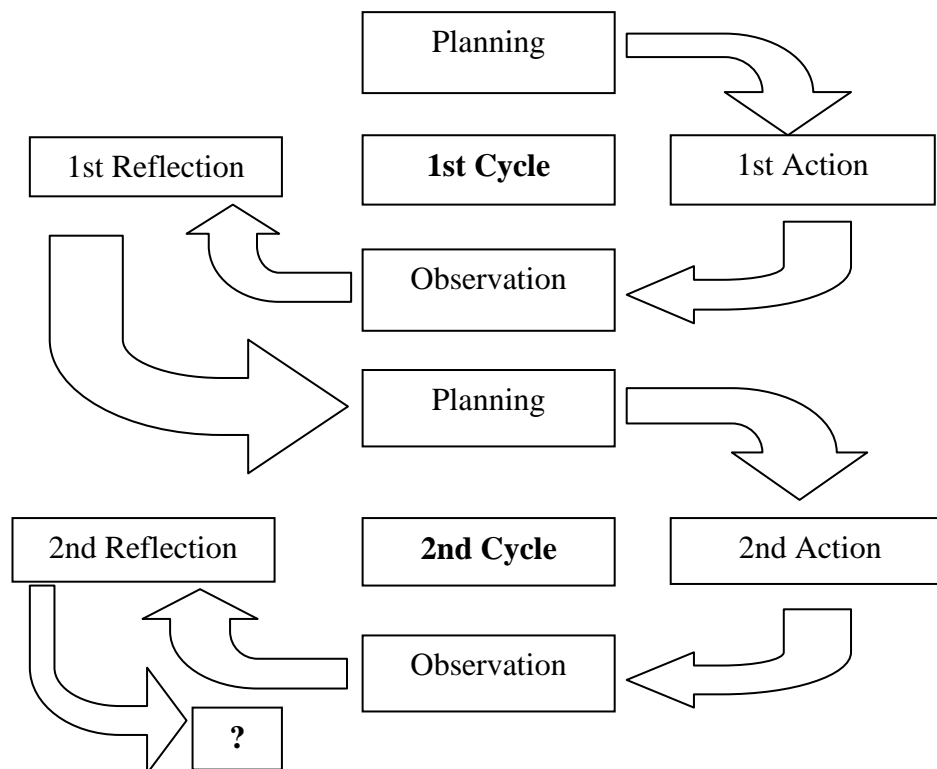


Figure 2. Classroom Action Research Procedure

(Suharsimi Arikunto, 2008: 16)

B. Time and Place

This research is conducted in class XI AK 2 SMK N 1 Klaten, which is located at Jl Dr. Wahidin Sudiro Husodo Number 22 Klaten, 57432, Phone (0272) 321266 in second semester academic year of 2014/ 2015, that is on April 2015.

C. Subject and Object of the Research

The subject of this research is the students of grade XI AK 2 at SMK N 1 Klaten. There are 37 students in this class. The objects of this research are the students' learning motivation and activities during the implementation of cooperative learning type Students Teams Achievement Divisions (STAD).

D. Definition of Operational Variable

1. Students' Learning Motivation

Students learning motivation in this research can be known if these indicators exist: dilligent in doing the task, not giving up when finding difficulties, showing interest in learning, being independent in doing something, being bored for monotones assignments (drills or something that make them not creative), maintaining opinions, not easy to let the things that being believed, and interested to find and solve problems.

2. Students' Learning Activities

Students' learning activities in this research is an attempt to master the material that made the students both physically and psychologically, which can be seen from the attitude, the ability to acquire knowledge, motor skills and thinking in the learning process. Indicators of students' learning activities can be seen from: reading the material, asking question about material that has not been understood, responding or expressing the opinion along the learning process, pay attention of the teachers explanation, noting the material, participate during the lesson by having cooperation in doing group task, having empathy to their team members

who find difficulties in understanding the material, and discussing problems occurred in the group.

3. Cooperative Learning Type Student Teams Achievement Division (STAD)

STAD is a method with grouping system or making heterogeneous small team which every member of the group has same chance to participate and there is cooperation work in the team. This model emphasize on the importance of activities and interaction among the students to motivate and help each other in understanding the material in order to achieve the learning objectives.

E. Data Collection Technique

1. Observation

The observation technique aims to collect the data related to students' motivation and learning activities that occurs during implementation of cooperative learning type STAD. Observation also implemented to observe and record the phenomenon in the field notes which is beneficial to provide additional information and review for the next cycle. There are 3 observers in the class (the researcher and three observers' assistance). There are 7 groups in the class, thus each observer has responsibility to observe 2 groups and there is 1 observer that observe 3 groups. Each student is wearing name tag to make the observer easy to give a score.

2. Questionnaire

Questionnaire aims to collect the data from students related to students' learning motivation and activities which is going to be done after the implementation of cooperative learning type STAD in each cycle. The questionnaire is distributed with the aim to cross check the data obtained through observation.

F. Research Instrument

1. Observation Guidance

This research uses observation sheet with rating scale form, that is an observation sheet contains guidelines used in this observation include a list of all the aspects to be observed thus the observer can simply give mark whether or not the observed aspects. The researcher gives scoring of each indicator that will be observed using a Likert Scale of four alternative answers. Those are very good, good, bad, and very bad (Sugiyono, 2010: 135) which can described as follows:

Table 1. The Criteria of Alternative Answers on Likert Scale

Criteria	Scores
Very Good	4
Good	3
Bad	2
Very Bad	1

Observation sheet contains some indicators which are used in the observation. Below are the indicators that will be observed associated with students' motivation and learning activities during the implementation of cooperative learning type STAD.

Table 2. Observation Indicators of Students' Learning Motivation

Indicator	Number
Dilligent in doing the task	1
Not giving up when finding difficulties	2
Spirit in doing the assignment	3
Being independent in doing something	4
Feel lazy for monotonous assignments (drills or something that make them not creative)	5
Maintaining opinions	6
Not easy to let the thing being believed	7
Interested to find and solve problems	8

(Modified from Juwita Giri Mukti Undergraduate Thesis; 2014)

The detail scoring procedures are explained below:

1. The students are dilligent in doing the task given by the teacher.

4	:	The students do the task completely and dilligently
3	:	The students do more than 50% of the task but not until finish
2	:	The students do less than 50% of the task
1	:	The students do not do the task given by the teacher

2. The students do not give up when finding difficulties.

4	:	The students discuss with friends. If they have not got a solution yet, they have initiative to ask to the teacher
3	:	The students try to discuss with friends. But they feel shy to ask to the teacher though they find difficulties
2	:	The students just discuss with their friend but they do not find the right answers and solutions
1	:	The students stop working the task when finding difficulties

3. The students spirit in doing the assignment.

4	:	Students do all the assignment immediately without teachers command
3	:	Students only do some number of the assignment immediately without teachers command
2	:	Students do the assignment because of teachers command
1	:	The students did not work the assignment

4. The students do the quiz independently.

4	:	The students do individual quiz confidently
3	:	The students do individual quiz, but occasionally cheat their friend's answer or ask their friend for help
2	:	The students do individual quiz, but twice or more cheat their friend's answer or ask their friend for help
1	:	The students do not do the individual quiz

5. The students are feel lazy for monotones assignments.

4	:	The students are feel lazy for monotones assignments and want more challenges, and should be able to complain to the teacher
3	:	The students are feel lazy for monotones assignments and want more challenges, but should not be able to complain to the teacher
2	:	The students are not concerned for the monotones assignments
1	:	The students feel lazy to do more challenging tasks

6. The students are willing to express opinions during the discussion.

4	:	The students are willing and actively express opinions during the discussion
3	:	The students only argue when their friend agree with them
2	:	The students just state 'agree' or 'disagree' without giving a clearly reason
1	:	The students do not argue during the discussion

7. Not easy for the students to let the thing being believed.

4	:	The students are confidence and able to maintain the opinion that have been decided, give clearly reason for their answer, and not easily influenced to change their opinion
3	:	The students are able to maintain the opinion that have been decided, but still hesitate when there are outside influences
2	:	The students tried to defend their opinions but tend to seek the opinion from outside
1	:	The students are not able to maintain his opinion from the first time of the discussion

8. Students participate in solving problems in groups.

4	:	The students participate in solving every problems
3	:	The students only participate in solving the easy problems
2	:	The students only participate in solving problems if their friend asked
1	:	The students do not participate in solving problems

Table 3. Observation Indicators of Students' Learning Activities

Types of Learning Activity	Indicator	Number
Visual	Reading the material	1
Oral	Asking question about material that has not been understood	2
	Responding or expressing the idea in the teaching and learning process	3
Listening	Paying attention to the teacher's explanation	4
Writting	Taking notes of the material	5
Motor	Having cooperation in the group	6
	Having empathy toward their team members who find difficulties in understanding the material	7
Mental	Discussing problems occured in the group	8

(Modified from Juwita Giri Mukti Undergraduate Thesis; 2014)

The detail scoring procedures are explained below:

1. The students read the material.

4	:	The students read all the material when it is necessary and at the right time (before the teaching and learning process, on the sidelines of the teacher's explanation, before the discussion, and when necessary)
3	:	The students only read the material before the discussion
2	:	The students only read materials when the teacher asked
1	:	The students did not read the material from the beginning to the end of the lesson

2. Ask the question about the material that has not been understood.

4	:	The students initiatively ask to the teacher and other students when they do not understand the material
3	:	The students only ask to the teacher or only ask to the other students without teacher asked
2	:	The students only ask when instructed by the teacher
1	:	The students do not ask from the beginning until the end of the lesson even though they do not understand the material provided by the teacher

3. Respond or express the idea in the teaching and learning process.

4	:	The students are active and always provide feedback when the discussions (three times or more)
3	:	The students sometimes provide feedback on the discussions (less than three times)
2	:	The students provide feedback only when their friend are asked
1	:	The students do not provide feedback along the discussion

4. Paying attention to the teachers' explanation.

4	:	The students seriously focus and always pay attention to the teacher explanation
3	:	The students pay attention to the teacher's explanation, but sometimes they do not pay attention to the explanation since they do other activities out of the subject matter
2	:	The students pay attention the teacher's explanation only at the beginning of the lesson
1	:	The students do not pay attention to the teacher's explanation

5. Taking notes of the material.

4	:	The students write all of the material or topic (either the teacher's explanation, example of the problems, and the results of the discussion) without being asked by the teacher
3	:	The students only write certain portions of the material or materials that are explained by the teacher's emphasis
2	:	The students only write the material when the teacher asked
1	:	The students do not write the material from the beginning until the end of the lesson

6. Having cooperation in the group.

4	:	The students always work with friends in a group when doing the group assignment given by the teacher until the assignment are completed
3	:	The students work together in groups, but only with specific friends in the group
2	:	The students only work when they are talking about a particular material and they do not finish it
1	:	The students do not participate to do the group assignment

7. Having empathy to their team members who find difficulties in understanding the material.

4	:	The students help each other when there is a friend in the group who do not understand the subject matter
3	:	The students help each other in explaining the material to their friend in group, but they do not care if the group members have understood the material or not
2	:	The students help to explain the material to their friends in group when their friend asked
1	:	The students never help each other in understanding the material

8. Discussing problems occurred in the group.

4	:	The students are actively involve in discussions with all members of the group to solve the existing problems
3	:	The students have discussions, but only with specific friends in the group
2	:	Students have a discussion with the group members, but interspersed with discussion beyond the subject matter
1	:	The students never have discussions with the group members to solve the problem

2. Field Notes

Field notes are used to take notes of all activities which are occur when cooperative learning type STAD implemented in the class. The activity that have to be noted are all activities which are help the observer

in doing this research, for example: class atmosphere, class management, class interaction, discussion, reflection. These notes are also useful to record all aspects of the subject in doing the interview and record the results that obtained in the interview.

3. Questionnaire

Questionnaire is used to get data from the class as the additional media to get the information from the students about the students' motivation and activities. The questionnaire distributed at the end of every cycle with the aim to cross check the data obtained through observation.

The questionnaire will be modified with 4 alternative answers. The respondents have to tick (√) one of the four alternative answers. The measurement of the variables using 4 alternative answers below:

- a) Strongly agree, if the question strongly matches with the respondents.
- b) Agree, if the question matches with the respondents.
- c) Less agree, if the question less matches with the respondents.
- d) Disagree, if the question does not match with the respondents.

The rules of giving score based on the questionnaire:

Table 4. The Rules of Giving Score Based on the Questionnaire

Positive question	Negative question	Score
Strongly agree	Disagree	4
Agree	Less agree	3
Less agree	Agree	2
Disagree	Strongly agree	1

The arrangement of the questionnaire is making detail of each variable in the indicators. The indicators explained in detail in some questions.

The detailed information from the indicators explained below:

Table 5. Questionnaire Guidance of Students' Learning Motivation

Numb.	Indicator	Statement	Total
1	Dilligent in doing the task.	1, 2*, 3	3
2	Not giving up when finding difficulties.	4, 5, 6, 7*	4
3	Spirit in do the assignment.	8, 9*, 10	3
4	Being independent in doing something.	11*, 12, 13*, 14	4
5	Feel lazy monotonous assignments.	15, 16, 17*	3
6	Maintaining opinion.	18, 19*, 20, 21	4
7	Not easy lo let the things that being believed.	22, 23, 24*	3
8	Interested to find and solve problems.	25, 26, 27*, 28	4
	Total		28

*) negative statement

Table 6. Questionnaire Guidance of Students' Learning Activities

Numb.	Indicator	Statement	Total
1	Reading the material	1, 2, 3*	3
2	Asking question about material that has not been understood	4, 5, 6*, 7*	4
3	Responding or expressing the idea in the teaching and learning process	8, 9, 10, 11*	4
4	Paying attention to the teacher's explanation	12, 13*	2
5	Taking notes of the material	14, 15*, 16*	3
6	Having cooperation in the group	19, 20, 21*	3
7	Having empathy toward their team members who find difficulties in understanding the material	22, 23*	2
8	Discussing problems occurred in the group	24, 25, 26*	3
	Total		24

*) negative statement

G. Research Procedure

According to Suharsimi (2008: 16), classroom action research model outlines four stages which are common to known, namely: 1) Planning, 2) Implementation, 3) observation, 4) Reflection. The explanations for each phase are as follows:

1. Cycle 1

A. Planning

Implementation of this action refers to the problem of students learning motivation and activities as the focus of the problem. In this step, researcher prepare anything required to do action research. Researcher as observer, while the teacher as implementer. Researcher involves the teacher especially in conducting the lesson planning those

the teacher will understanding what to do in class when implementing action research. Before the implementation begin, researcher as observer gives a brief to the other observers about the observation guidance.

Moreover, researcher conducting the material, evaluation tools and observation instrument to observe students' motivation and learning activities during the implementation of cooperative learning type STAD.

B. Action

The action was carried out by researcher as observer and teacher who implementing cooperative learning type STAD based on planning has been made before. The implementation of this learning model must be suitable with all plans on the planning. The steps are: The students are divided into group consist of 4-5 students based on sort number of students; The teacher explains the learning material; The students make a discussions about the material given by the teacher on the group; Students wroking the individual quiz about the material independently; The quiz score are compared with their average score previously; The score are rewarded based on how high they could achieve the improvement or how high the quiz score pass their previous marks; The score are summed to get the group score; The group that could achieve certain criteria may get the reward by the teacher.

C. Observation

Observation is the way to record any events that occurs while implementation of planning. Researcher not only as researcher but also as a observer that observe any classroom events and write down on observation guidance. By the orientation from observation guidance, the researcher observe the learning process (related to students' motivation and activities) and put a score for each aspect observed. Researcher record the additional information and supporting phenomenon on the field notes. Researcher also distributes the questionnaire to the students after every cycle done.

D. Reflection

In this step, researcher and teacher analyses the data and reflects all the result of the cycle based on the observation guidance, questionnaire, and field notes. The result of the reflection is a summary which can be used to next step.

After the reflection has done, researcher back to making up the planning to next cycle and then conducted acting, observation, and reflection once again. Because in this research researcher using two cycles.

2. Cycle 2

In the second cycle of cooperative learning type Students Teams Achievement Divisions (STAD), the activities is almost the same with the first cycle, the difference is on the cycle 2, the actions are fixed based on

the results of data reduction on the cycle 1. The second cycles activities aimed to fixes the action on cycle 1, those it is able to achieve the successes of indicators and the implementation of cooperative learning type STAD can improve the students' motivation and learning activities.

H. Data Analysis Technique

Data analysis technique used in this research is descriptive data analysis with quantitative percentage. The data collected from observation and questionnaire analyzed by giving score. According to the score, researcher calculates the percentage of the students' motivation and learning activities. The analysis involve three steps, these are:

- a. Determine the procedures in giving score for each index of accounting learning motivation and activities.
- b. Calculate the score for each indicator of motivation and activities.
- c. Calculate the motivation and activities score by the formulas:

$$\% \text{ motivation} = \frac{\text{total score of students' learning motivation}}{\text{Maximum score}} \times 100\%$$

$$\% \text{ activites} = \frac{\text{total score of students' learning activities}}{\text{Maximum score}} \times 100\%$$

(Sugiyono, 2010: 137)

I. Indicator of Achievement

Mulyasa (2006: 256) states that from process, teaching and learning activity is successful and have good quality when the percentage result is 75% or more students are actively participate, whether physical, mental, or social in the learning process, enthusiastic, have a good quality of attendance,

have spirit to learn, and have high self confidence. Indicator on the success of this action is:

1. Improvement of The Students' Learning Motivation

The improvement of the students' learning motivation classically obtained from observation and questionnaire data. The improvement of the students' learning motivation can be seen from the increasing percentage of the student's learning motivation after first action and the second action have been successfully implemented. The success of this action is when the score of students' learning motivation reaches at least 75%.

2. Improvement of The Students' Learning Activities

The improvement of the students' learning activities classically obtained from observation and questionnaire data. The improvement of the students' learning activities can be seen from the increasing percentage of the student's learning activities after first action and the second action have been successfully implemented. The success of this action is when the score of students' learning activities reaches at least 75%.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Background Of School

SMK Negeri 1 Klaten is a vocational school located at Jl Dr. Wahidin Sudiro Husodo Number 22 Klaten. In its development, the school is committed with the changes and quality improvement. Commitment to quality improvement actualized by possessed the **ISO 9001: 2000** certification (i.e. schools with international standards) on February, 2006. In September 2010 have been migrate to **ISO 9001-2008**.

SMK Negeri 1 Klaten has six expertise programs, these are:

1. *Akuntansi* (AK)
2. *Administrasi Perkantoran* (AP)
3. *Tata Niaga/ Pemasaran* (PM)
4. *Teknik Komputer & Jaringan* (TKJ)
5. *Multimedia* (MM)
6. *Teknik Produksi dan Program Penyiaran Pertelevisian* (TPPPP)

Here is the organizational structure of SMK Negeri 1 Klaten:

and capital market. The implementation of cooperative learning type STAD can be described as follow:

a. Planning

In this step, researcher prepare anything required to do action research. Researcher as observer, while the teacher as implementer. Researcher involves the teacher especially in conducting the lesson planning those the teacher will understanding what to do in class when implementing action research. The topic that will be discussing in first cycle is about Money Market.

Researcher conducting lesson plan appropriating with cooperative learning type STAD, then researcher explain to the teacher. It is due to minimizing mistakes during the implementation. Moreover, researcher conducting the material, evaluation tools and observation instrument to observe students' motivation and learning activities during the implementation of cooperative learning type STAD.

b. Action

This step was the implementation of the lesson plan arranged on the earlier step. The implementation can be described as follows:

1. Introduction

- a) The teacher open the lesson, preparing the students into good conditions, and delivering the basic competence as well as learning objectives.

- b) The researcher and the other observers introducing themselves and explain the purpose of their presence in the classroom.
- c) The teacher and researcher explain about the learning model that will be used namely Cooperative Learning type Student Teams Achievement Divisions (STAD).

2. Main Activities

- a) Teacher presents the learning material to the students, that is about money market.
- b) After finished the presentation, researcher help the teacher on grouping the students, students are divided into 7 groups heterogeneously, each group consist of 4-5 persons.
- c) The teacher give the questions for discussed by each group. Students only discuss about the questions by their group, not allowed asking to the other group. And the time to answer the questions of each group only 10 minutes.
- d) Observers and teacher observing their discussion activities.
- e) Afer finished, the answer sheet of each group were collected.
- f) Teacher and researcher lead the students to sit back in their original position and the teacher give relaxation a little bit before the next step.
- g) Teacher give the individual task to the students. Students doing independently and not allowed to asking their friends. Students have 10 minutes to answer the questions.

- h) After finished, the answer sheet of each students were collected.
- i) Teacher calculate the students work both group and individually, and then give a reward to the group and student who have the best score.

3. Closing

- a) Teacher and students concluded today's materials.
- b) The teacher delivers the learning material that will be taught in the next meeting.

c. Observation

Observation is done in the classroom with cooperative learning type STAD. The researcher observe the students' learning motivation and learning activities using the observation sheets and field notes that had been prepared before. From the observation, obtained data as follows:

1. Students' Learning Motivation Data of Cycle 1

Table 7. Score of Students' Learning Motivation of Cycle 1

No	Indicators	Percentage
1	Diligent in doing the task	83.59%
2	Not giving up when finding difficulties	81.25%
3	Spirit in do the assignment	71.09%
4	Being independent in doing something	75.00%
5	Feel lazy for monotonous assignments	63.28%
6	Maintaining opinions	68.75%
7	Not easy to let the thing being believed	78.13%
8	Interested to find and solve problems	63.28%
	Average Score	73.04%

Source : Primary Data Processed

Based on the table above, there are four indicators of learning motivation that have reached the minimum criteria, those are indicator of diligent in doing the task, not giving up when finding difficulties, being independent in doing something, and the indicator of not easy to let the thing being believed. Besides that, there are four indicators that have not reached the minimum criteria yet. Those are indicator of spirit in do the assignment, Feel lazy for monotonous assignments, maintaining opinions, and the indicator of interested to find and solve problems. From the table above can be seen that the average score of students' learning motivation is 73.04% and have not passed the minimum criteria of 75% yet.

2. Students' Learning Activities Data of Cycle 1

Table 8. Score of Students' Learning Activities of Cycle 1

No	Indicator	Percentage
1	Reading the material	79.69%
2	Asking question about material that has not been understood	73.44%
3	Responding or expressing the idea in the teaching and learning process	72.66%
4	Paying attention to the teacher's explanation	78.91%
5	Taking notes of the material	81.25%
6	Having cooperation in the group	67.19%
7	Having empathy toward their team members who find difficulties in understanding the material	67.97%
8	Discussing problems occurred in the group	64.06%
	Average Score	73.14%

Source: Primary Data Processed

Based on the table above, there are three indicators that have passed the minimum criteria, those are indicator of reading the

material, paying attention to the teacher's explanation, and the indicator of taking notes of the material. Besides that, five indicators have not passed the minimum criteria yet, those are indicator of asking a question about material that has not been understood, responding or expressing the idea in the teaching and learning process, having cooperation in the group, having empathy toward their team members who find difficulties in understanding the material, and the indicator of discussing problem occurred in the group. From the table above also can be seen that the average percentage of students' learning activities are 73.14% and have not passed the minimum criteria of 75%.

d. Reflection

Based on the data collected, researcher and teacher conclude that the students' motivation and learning activities is not optimal yet. By the discussion with teacher, the problems are:

1. Many students feel lazy in following the lessons.
2. Majority of students no attempt to maintain their opinion.
3. Many students can not answer the questions gave by the teacher.
4. Students no attempt to ask about learning materials that have not been understood to the teacher.
5. Cooperation of students in the group are still less.
6. Some students are less concerned toward their friend in the group.

After formulating the problem, researcher and teacher formulate the strategy to solve the problems to improve students' motivation and learning activities in the next cycle, The problem solving formulations were:

1. Teachers must be able to implementing the learning methods better and more interesting.
2. Teachers should encourage students to not be afraid to express their opinionsto and ask about the material that has not been understood.
3. Teachers give more understanding to the students that the students have to work together and teach one another in the learning process.
4. Provide the students with a clear explanation about the steps of STAD. Thus, there will be no confusion and the observer does not have to explain over and over again.
5. Improving the class management.

2. Cycle 2

The second cycle was carried out on April 11th, 2015. The meeting consists of 2 lesson hours with 45-minutes each hours. The basic competence taught was understanding the money market and capital market. The implementation of cooperative learning type STAD can be described as follow:

a. Planning

Based on the data obtained from cycle 1, identified that there are some indicators of students' motivation and learning activities that have

not passed the minimum criteria of 75%. Those the researcher decided to do the implementation of cooperative learning type STAD on cycle 2. Not much different from cycle 1, which was prepared in cycle 2 includes lesson plans, observation sheets, field notes, questionnaires sheet, preparing questions for the group test and individual test. Then, consult the lesson plans, materials, and cases to the teacher. The topic that will be discussing in first cycle is about Money Market

b. Action

Basically, this step was the implementation of the lesson plan arranged on the earlier step. The implementation can be described as follows:

1. Introduction

- a) The teacher open the lesson, preparing the students into good conditions, and delivering the basic competence as well as learning objectives.
- b) The teacher gives apperception.

2. Main Activities

- a) Teacher presents the learning material to the students, that is about capital market.
- b) After finished the presentation, researcher help the teacher on grouping the students, students are divided into 7 groups heterogeneously, each group consist of 4-5 persons.

- c) The teacher give the questions for discussed by each group. Students only discuss about the questions by their group, not allowed asking to the other group. And the time to answer the questions of each group only 10 minutes.
- d) Observers and teacher observing their discussion activities.
- e) Afer finished, the answer sheet of each group were collected.
- f) Teacher and researcher lead the students to sit back in their original position and the teacher give relaxation a little bit before the next step.
- g) Teacher give the individual task to the students. Students doing independently and not allowed to asking their friends. Students have 10 minutes to answer the questions.
- h) Afer finished, the answer sheet of each students were collected.
- i) Teacher calculate the students work both group and individually, and then give a reward to the group and student who have the best score.

3. Closing

- a) Teacher and students concluded today's materials.
- b) The teacher delivers the learning material that will be taught in the next meeting.

c. Observation

Observation is done in the classroom with cooperative learning type Student STAD. The researcher observe students' motivation and learning activities using the observation sheets and field notes that had been prepared before. From the observation, obtained data as follows:

1) Students' Learning Motivation Data of Cycle 2

Table 9. Score of Students' Learning Motivation of Cycle 2

No	Indicators	Percentage
1	Dilligent in doing the task	89.84%
2	Not giving up when finding difficulties	87.50%
3	Spirit in do the assignment	86.72%
4	Being independent in doing something	88.28%
5	Feel lazy for monotonous assignments	92.19%
6	Maintaining opinions	89.84%
7	Not easy to let the thing being believed	88.28%
8	Interested to find and solve problems	91.41%
	Average Score	89.25%

Source: Primary Data Processed

Based on the table above, known that each indicators have successfully passed the minimum criteria of 75%. Additionally, the total score is also have successfully passed the minimum criteria with the score of 89.25%.

2) Students' Learning Activities Data of Cycle 2

Table 10. Score of Students' Learning Activities of Cycle 2

No	Indicators	Percentage
1	Reading the material	91.41%
2	Asking question about material that has not been understood	87.50%
3	Responding or expressing the idea in the teaching and learning process	88.28%
4	Paying attention to the teacher's explanation	89.06%

No	Indicators	Percentage
5	Taking notes of the material	94.53%
6	Having cooperation in the group	88.28%
7	Having empathy toward their team members who find difficulties in understanding the material	89.06%
8	Discussing problem occurred in the group	89.06%
	Average Score	89.64%

Source: Primary Data Processed

Based on the table above, identified that each indicators of students' learning activities have successfully passed the minimum criteria of 75%. Additionally, the total score is also have successfully passed the minimum criteria with the score of 89.64%.

d. Reflection

After implemented cooperative learning STAD, researcher have a discussion and evaluation with the teacher. After do the evaluation, known that during the implementation of cooperative learning type STAD on cycle 2 there is no significant constraint, and the overall implementation of the action running smoothly.

The research result of cycle 2 shows that there is an improvement of students' motivation and learning activities score. Improvement plan arranged in cycle 1 can be implemented well in cycle 2. It is seen from the observation data of learning motivation cycle 2 where eight indicators of students' learning motivation and eight indicators of students' learning activities have reached minimum criteria of 75%. In addition, the average score of students' learning motivation in cycle 2

has reached more than 75% in the amount of 89.25%, and the average score of students' learning activities has reached 89.64%.

Based on the observation result, can be said that the implementation of this classroom action research is succeeded. Because the students' motivation and learning activities in the cycle 2 have successfully passed the minimum criteria of 75%, the implementation of cooperative learning type STAD is discontinued up to cycle 2.

3. Questionnaires Data of Cycle 1 and Cycle 2

Beside the observation of learning motivation and learning activities, at the end of the lesson of cycle 1 and cycle 2 researcher distributed the questionnaires about students' motivation and learning activities. This questionnaire is distributed with the aim to cross check the data obtained through observation.

The data obtained from questionnaire that had been distributed on cycle 1 and cycle 2 as follows:

a. Questionnaire of Students' Learning Motivation

1) Cycle 1

Table 11. Score of Students' Learning Motivation in Cycle 1 Based on Questionnaire Sheet

No	Indicators	Percentage
1	Diligent in doing the task	78.13%
2	Not giving up when finding difficulties	80.47%
3	Spirit in do the assignment	79.69%
4	Being independent in doing something	71.88%
5	Feel lazy for monotonous assignments	72.92%
6	Maintaining opinions	75.39%
7	Not easy for the students to let the thing being believed	70.05%

No	Indicators	Percentage
8	Interested to find and solve problems	70.51%
	Average Score	74.88%

Source: Primary Data Processed

The result obtained from the questionnaire filled by the students shows that there are four indicators that have successfully passed the minimum criteria, namely indicator of diligent in doing the task, not giving up when finding difficulties, spirit in do the assignment, and indicator of maintaining opinions. Beyond that, four indicators are not reached the minimum criteria, namely indicator of being independent in doing something, Feel lazy for monotonous assignments, not easy for the students to let the thing being believed, and indicator of interested to find and solve problems. From the table above also can be seen that the percentage of average score of students' learning motivation is only 74.88% and have not passed the minimum criteria of 75% yet.

2) Cycle 2

Table 12. Score of Students' Learning Motivation in Cycle 2 Based on Questionnaire Sheet

No	Indicators	Percentage
1	Diligent in doing the task	86.98%
2	Not giving up when finding difficulties	87.30%
3	Spirit in do the assignment	87.24%
4	Being independent in doing something	91.99%
5	Feel lazy for monotonous assignments	91.41%
6	Maintaining opinions	87.50%
7	Not easy for the students to let the thing being believed	86.98%
8	Interested to find and solve problems	87.70%
	Average Score	88.39%

Source: Primary Data Processed

The result obtained from the questionnaire filled by the students shows that each indicators have successfully passed the minimum criteria of 75%. The percentage of average score of students' learning motivation is 88.39% or can be said that have successfully passed the minimum criteria of 75%.

b. Questionnaire of Students' Learning Activities

1) Cycle 1

Table 13. Score of Students' Learning Activities in Cycle 1 Based on Questionnaire Sheet

No	Indicators	Percentage
1	Reading the material	75.78%
2	Asking question about material that has not been understood	79.88%
3	Responding or expressing the idea in the teaching and learning process	72.85%
4	Paying attention to the teacher's explanation	72.66%
5	Taking notes of the material	76.52%
6	Having cooperation in the group	71.88%
7	Having empathy toward their team members who find difficulties in understanding the material	73.83%
8	Discussing problem occurred in the group	76.30%
	Average Score	74.84%

Source: Primary Data Processed

The result obtained from the questionnaire filled by the students shows that there are four indicators that have successfully passed the minimum criteria, namely indicator of reading the material, asking question about material that has not been understood, taking notes of the material, and the indicator of

discussing problem occurred in the group. Beyond that, four indicators were have not successfully passed the minimum criteria yet. they are the indicator of responding or expressing the idea in the teaching and learning process, paying attention to the teacher's explanation, having cooperation in the group, and indicator of having empathy to their team members who find difficulties in understanding the material. The percentage of average score of students' learning activities is 74.84% and have not successfully passed the minimum criteria yet.

2) Cycle 2

Table 14. Score of Students' Learning Activities in Cycle 2 Based on Questionnaire Sheet

No	Indicators	Percentage
1	Reading the material	91.15%
2	Asking question about material that has not been understood	83.79%
3	Responding or expressing the idea in the teaching and learning process	92.38%
4	Paying attention to the teacher's explanation	85.94%
5	Taking notes of the material	86.98%
6	Having cooperation in the group	89.58%
7	Having empathy toward their team members who find difficulties in understanding the material	88.28%
8	Discussing problem occurred in the group	88.54%
	Average Score	88.38%

Source: Primary Data Processed

The result obtained from the questionnaire filled by the students shows that each indicators have successfully passed the

minimum criteria of 75%. The percentage of average score of students' learning motivation is 88.38%.

C. Research Result Discussion

1. Students' Learning Motivation

Below is the result's improvement of the implementation of cooperative learning type Student Teams Achievement Divisions (STAD) from the observation and questionnaire result:

a) Observation Result

Table 15. The Comparison of Students' Learning Motivation Score of Cycle 1 and Cycle 2 based on Observation Sheets

No	Indicators	Cycle 1	Cycle 2	Improvement
1	Diligent in doing the task	83.59%	89.84%	6.25%
2	Not giving up when finding difficulties	81.25%	87.50%	6.25%
3	Spirit in do the assignment	71.09%	86.72%	15.63%
4	Being independent in doing something	75.00%	88.28%	13.28%
5	Feel lazy for monotonous assignments	63.28%	92.19%	28.91%
6	Maintaining opinions	68.75%	89.84%	21.09%
7	Not easy for the students to let the thing being believed	78.13%	88.28%	10.15%
8	Interested to find and solve problems	63.28%	91.41%	28.13%
	Average Score	73.04%	89.25%	16.21%

Source: Primary Data Processed

From the table above, students' learning motivation with the implementation of cooperative learning STAD on the basic competence of understanding money market and capital market in class XI AK 2

SMK N 1 Klaten are improved, the data of the improvement can be seen from the diagram below:

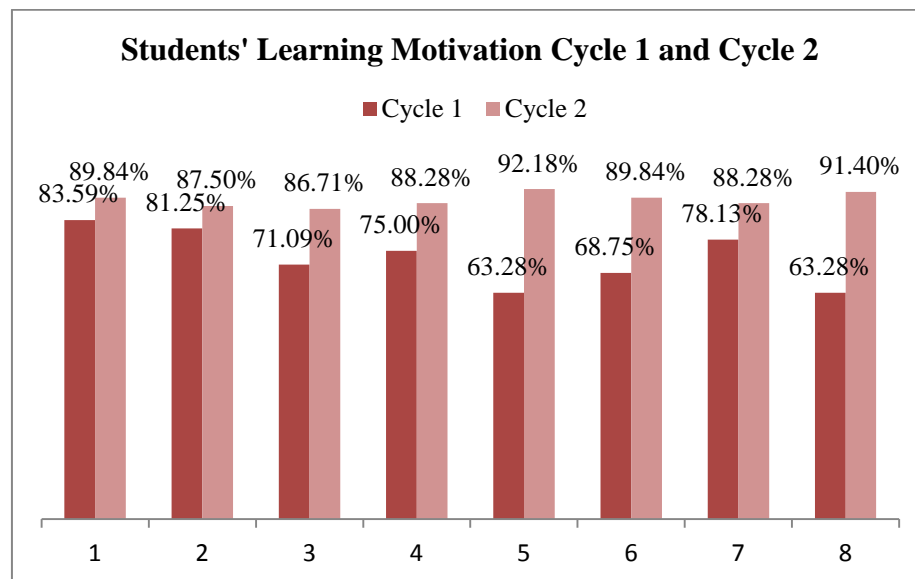


Figure 4. The Improvement of Students' Learning Motivation on Cycle 1 and Cycle 2 Based on Observation Sheets

Explanation:

- 1 : Dilligent in doing the task
- 2 : Not giving up when finding difficulties
- 3 : Spirit in do the assignment
- 4 : Being independent in doing something
- 5 : Feel lazy for monotonous assignments
- 6 : Maintaining opinions
- 7 : Not easy for the students to let the thing being believed.
- 8 : Interested to find and solve problems

This research result shows that there is an improvement of students' learning motivation with the implementation of cooperative learning type STAD. This result is proven by the improvement of 73.04% of the first cycle to be 89.25% on the second cycle. That

improvement have been successfully passed the minimum criteria of 75%.

b) Questionnaire Result

The questionnaire distributed for the students at the end of the lesson of each cycle. Below are the data obtained from questionnaire:

Table 16. The Comparison of Students' Learning Motivation Score of Cycle 1 and Cycle 2 based on Questionnaire Sheets

No	Indicators	Cycle 1	Cycle 2	Improvement
1	Dilligent in doing the task	78.13%	86.98%	8.85%
2	Not giving up when finding difficulties	80.47%	87.30%	6.83%
3	Spirit in do the assignment	79.69%	87.24%	7.55%
4	Being independent in doing something	71.88%	91.99%	20.11%
5	Feel lazy for monotonous assignments	72.92%	91.41%	18.49%
6	Maintaining opinions	75.39%	87.50%	12.11%
7	Not easy for the students to let the thing being believed.	70.05%	86.98%	16.93%
8	Interested to find and solve problems	70.51%	87.70%	17.19%
	Average Score	74.88%	88.39%	13.51%

Source: Primary Data Processed

Based on the table above, students' learning motivation with the implementation of cooperative learning type STAD on the basic competence of understanding money market and captal market in class XI AK 2 SMK N 1 Klaten are improved. The improvement data can be seen from this graph below:

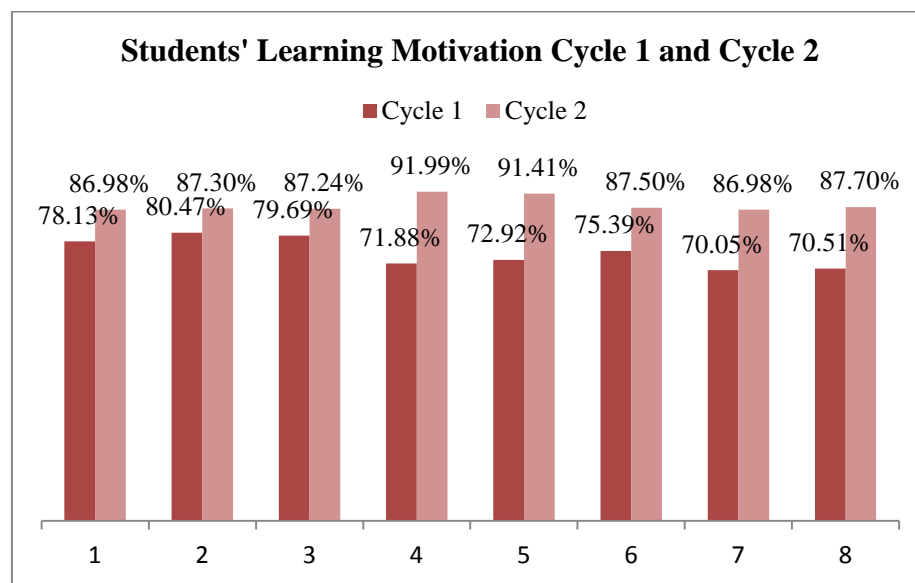


Figure 5. The Improvement of Students' Learning Motivation on Cycle 1 and Cycle 2 Based on Questionnaire Sheets

Explanation:

- 1 : Dilligent in doing the task
- 2 : Not giving up when finding difficulties
- 3 : Spirit in do the assignment
- 4 : Being independent in doing something
- 5 : Feel lazy for monotonous assignments
- 6 : Maintaining opinions
- 7 : Not easy for the students to let the thing being believed.
- 8 : Interested to find and solve problems

The research result shows that there is an improvement on the students' learning motivation with the implementation of cooperative learning type STAD. It is proven by the increase score of students' learning motivation from 74.88% on the first cycle to 88.39% on the second cycle. These improvement have been successfully passed the minimum criteria of 75%.

Based on the data that have been displayed above, either from the observation or the questionnaire, the next stage is conclusion formulation. Below are the conclusion formulation based on each indicators:

1. Diligent in Doing The Task

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 6.25%. The observation result is supported by the students' opinion shown from the questionnaire result. The score of students' learning motivation based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 8.85%. In the implementation of cooperative learning type STAD, the students become better conditioned to be diligent in doing the task. Because of the success of the group depends on each member, those each member should have responsibility in accordance with his duties. Each member must provide the best performance for the success of the group, those the students are diligent in doing the task as one of their effort to be the best.

2. Not giving up when finding difficulties

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 6.25%. The score of students' learning motivation based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 6.83%. The success of the group is depending on the success of the member. One of the

components of STAD is the individual quiz. It makes the students being more motivated to master the learning material, those they will get the good mark. One of the ways they do is not giving up when finding difficulties such as asking to the teacher or other friend about the material that has not understood yet.

3. Spirit in do the assignment

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 15.63%. The score of students' learning motivation based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 7.55%. With the implementation of cooperative learning type STAD, give the positive impact for the class condition. The four critical components on that model can create an interesting, meaningful learning, and gives a challenge for the students to be the best. The discussion stage and reward are able to improve student spirits in do the assignment effectively.

4. Being Independent in Doing Something

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 13.28%. The score of students' learning motivation based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 20.11%. The students are doing the individual task independently and confidently without cheating. This is very different from the situation before the

implementation of cooperative learning type STAD, where there are a lot of students who were cheating either when do the routine task or during the examination.

5. Feel lazy for monotonous assignments

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 28.91%. The score of students' learning motivation based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 18.49%. During the implementation of cooperative learning type STAD, the interaction among students become more effective as well as the interaction of students and teachers become more communicative. These conditions have an impact on the students to not get stuck in a monotonous activity in learning.

6. Maintaining Opinions

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 21.09%. The score of students' learning motivation based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 12.11%. Cooperative learning type STAD give the opportunity for the students to express opinions and provide feedback during the group discussion. This is in accordance with the benefits of cooperative learning which able to develop the ability of students to test their own ideas and understanding as well as receive feedback and develop their ability

to uncover ideas with verbal words and compare with other people's ideas (Wina Sanjaya, 2009: 247).

7. Not easy for the students to let the thing being believed.

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 10.15%. The score of students' learning motivation based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 16.93%. Through cooperative learning type STAD, students can develop the skill on testing idea and their understanding, and the skill of accepting feedback. Students can learn how to solve a problem without worrying about mistakes, because the decision is the group responsibility (Wina Sanjaya, 2009: 247). From the students' beliefs or understanding about the learning material, those it can give effect to the steadiness of the students in expressing opinions.

8. Interested to find and solve problems

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 28.13%. The score of students' learning motivation based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 17.19%. On the stage of group discussion, each student is required to work together in a group to answer questions written in the card and compete with other groups. Groups discussion which packed in a group test apparently give a positive impact for them to easier solve problems and

encourage them to be well motivated to work and solve the problems. Interaction during cooperative learning type STAD can improve the motivation of the students and stimulate them to think (Wina Sanjaya, 2009: 248).

Based on the discussion above, obtained the data of the students' learning motivation score improvement of each indicators. From the observation result, obtained the improvement of 16.21% from the first cycle to the second cycle. Additionally, from the questionnaire result reached the improvement of 13.51% from cycle 1 to cycle 2.

2. Students' Learning Activities

a) Observation Result

Table 17. The Comparison of Students' Learning Activities Score of Cycle 1 and Cycle 2 based on Observation Sheets

No	Indicators	Cycle 1	Cycle 2	Improve-ment
1	Reading the material	79.69%	91.41%	11.72%
2	Asking question about material that has not been understood	73.44%	87.50%	14.06%
3	Responding or expressing the idea in the teaching and learning process	72.66%	88.28%	15.62%
4	Paying attention to the teacher's explanation	78.91%	89.06%	10.15%
5	Taking notes of the material	81.25%	94.53%	13.28%
6	Having cooperation in the group	67.19%	88.28%	21.09%
7	Having empathy toward their team members who find difficulties in	67.97%	89.06%	21.09%

	understanding the material			
8	Discussing problem occurred in the group	64.06%	89.06%	25.00%
	Average Score	73.14%	89.64%	16.50%

Source: Primary Data Processed

Based on the table above, students' learning activities with the implementation of cooperative learning type STAD on the basic competence of understanding money market and capital market in class XI AK 2 SMK N 1 Klaten is improving. The improvement data can be seen from this graph below:

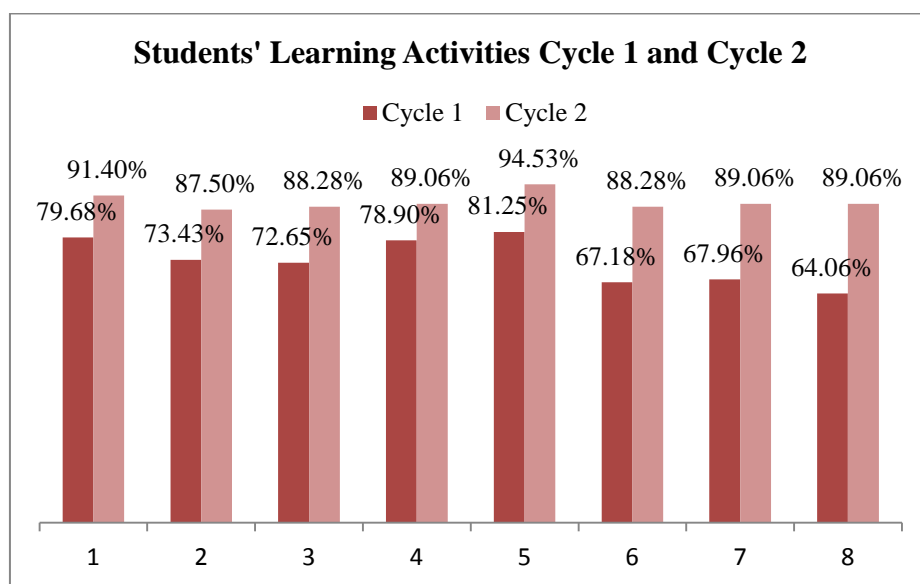


Figure 6. The Improvement of Students' Learning Activities on Cycle 1 and Cycle 2 Based on Observation Sheets

Explanation:

- 1 : Reading the material
- 2 : Asking a question about material that has not been understood
- 3 : Responding or expressing the idea in the teaching and learning process
- 4 : Paying attention to the teacher's explanation

- 5 : Taking notes of the material
- 6 : Having cooperation in the group
- 7 : Having empathy to their team members who find difficulties in understanding the material
- 8 : Discussing problem occurred in the group

b) Questionnaire Result

Table 18. The Comparison of Students' Learning Activities Score of Cycle 1 and Cycle 2 based on Questionnaire Sheets

No	Indicators	Cycle 1	Cycle 2	Improve-Ment
1	Reading the material	75.78%	91.15%	15.37%
2	Asking question about material that has not been understood	79.88%	83.79%	3.91%
3	Responding or expressing the idea in the teaching and learning process	72.85%	92.38%	19.53%
4	Paying attention to the teacher's explanation	72.66%	85.94%	13.28%
5	Taking notes of the material	76.52%	86.98%	10.46%
6	Having cooperation in the group	71.88%	89.58%	17.70%
7	Having empathy toward their team members who find difficulties in understanding the material	73.83%	88.28%	14.45%
8	Discussing problem occurred in the group	76.30%	88.54%	12.24%
	Average Score	74.84%	88.38%	13.54%

Source: Primary Data Processed

Based on the table above, students' learning activities with the implementation of cooperative learning type STAD on the basic competence of understanding money market and capital market in class

XI AK 2 SMK N 1 Klaten is improved. The improvement data can be seen from this graph below:

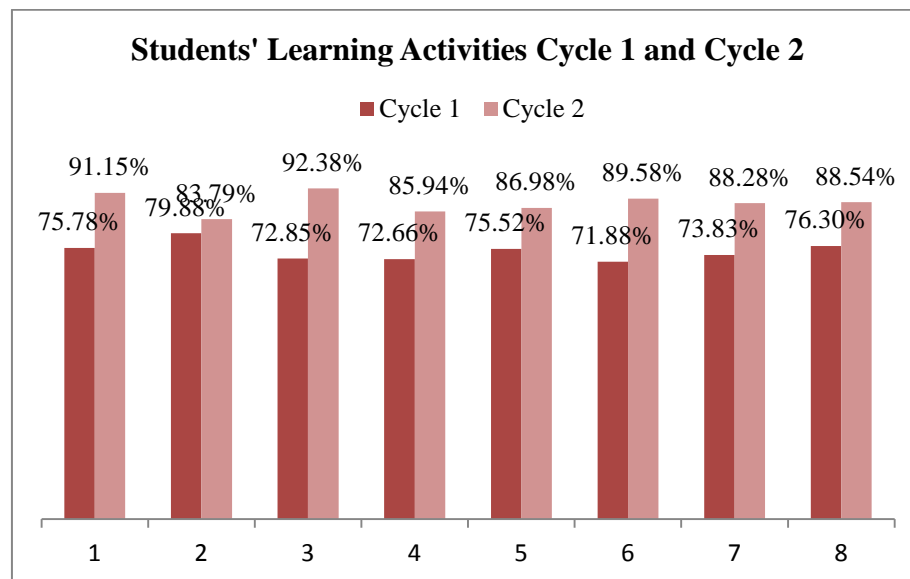


Figure 7. The Improvement of Students' Learning Activities on Cycle 1 and Cycle 2 Based on Questionnaire Sheets

Explanation:

- 1 : Reading the material
- 2 : Asking a question about material that has not been understood
- 3 : Responding or expressing the idea in the teaching and learning process
- 4 : Paying attention to the teacher's explanation
- 5 : Taking notes of the material
- 6 : Having cooperation in the group
- 7 : Having empathy to their team members who find difficulties in understanding the material
- 8 : Discussing problem occurred in the group

The research result shows that there are an improvement on the students' learning activities with the implementation of cooperative learning type STAD. It is proven by the increasing score of students'

learning activities from 74.84% on cycle 1 to 88.38% on cycle 2. These improvement have been successfully passed the minimum criteria of 75%.

Based on the data above, either from the observation or the questionnaire, the next stage is conclusion formulation. Below are the conclusion formulation based on each indicators:

1. Reading the material

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 11.72%. The observation result is supported by the students' opinion shown from the questionnaire result. The score of students' learning activities based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 15.37%. The group test and individual test can makes the students being more active on learning the material.

2. Asking a question about material that has not been understood

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 14.06%. The score of students' learning activities based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 3.91%. The improvement occurs because students awareness to provide the best for his team. Those they tried to understanding the material as well as possible.

3. Responding or expressing the idea in the teaching and learning process

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 15.62%. The score of students' learning activities based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 19.53%. During the first cycle, students' interaction have not awakened optimally. Some students still do not express their opinion, sometimes just stay quiet. They tend to be quiet and affirm the opinion of others. However in cycle 2, the interaction between the students already well established. This is because with cooperative learning type STAD, the students have the chance to express themselves, not only constantly doing exercises.

4. Paying attention to the teacher's explanation

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 10.15%. The score of students' learning motivation based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 13.28%. On the teacher's presentation, the focus is on the material that will be discussed and will be one of the questions in the group test and individual test. It makes students active to pay attention to the teacher's explanation, then they will be easier to answer the question.

5. Taking notes of the material

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 13.28%. The score of students' learning activities based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 10.46%. To understand the material, beside pay attention to the teacher's explanation and learning materials, students also need to take a note of an important matter. During noted, they might have been learned, and it can provide a positive impact for students to remember the material better.

6. Having cooperation in the group

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 21.09%. The score of students' learning activities based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 17.70%. In the implementation of cooperative learning Type STAD, there is a group test. Each group competed each other to answer the questions. In this case, students were working together in order to answer the questions get the highest points.

7. Having empathy toward their team members who find difficulties in understanding the material.

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 21.09%. The score of

students' learning activities based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 14.45%. On the first cycle, score of this indicator have not successfully passed the minimum criteria yet. this is because during groups discussion, students tend to focus on completing the group test rather than helping their friend to understand the learning material. Then, on the second cycle teacher give more understanding for each students that the success of the group depends on the success of each member, therefore each member must work together to achieve the common goal of becoming the best group.

8. Discussing problem occurred in the group

Based on the observation result, there is an improvement of the score in cycle 1 and cycle 2 at the amount of 25.00%. The score of students' learning activities based on questionnaire result shows the improvement from cycle 1 to cycle 2 by 12.24%. Group test encourages each students in a group to try to discuss the answer of questions quickly and precisely those they can get the highest point.

Based on the research discussion above, obtained an improvement of the students' learning activities for each indicators. From the observation result, there is an increase for 16.50% from the first cycle to the second cycle. Meanwhile from the questionnaire result, obtained an improvement of 13.54% from cycle 1 to cycle 2.

Based on the discussion above, generally, obtained an improvement in scores of each indicators, both students' learning motivation and students' learning activities. These results proves the hypothesis of predetermined actions. These hypothesis are:

1. The implementation of cooperative learning type Student Teams Achievement Divisions (STAD) can improve the students' learning motivation in class XI AK 2 SMK N 1 Klaten academic year of 2014/ 2015.
2. The implementation of cooperative learning type Student Teams Achievement Divisions (STAD) can improve the students' learning activities in class XI AK 2 SMK N 1 Klaten academic year of 2014/ 2015.

In line to the research conducted by Juwita Giri Mukti entitled "The Implementation of Cooperative Learning Type Student Teams Achievement Divisions (STAD) Using Snakes and Ladders Games to Improve Students' Learning Motivation and Activities of Grade X AK 2 at SMK N 1 Bantul Academic Year of 2013/ 2014". This result showed an improvement students' motivation and learning activities and concludes that the implementation of cooperative learning type STAD can improve students' motivation and learning activities.

D. Research Weaknesses

In carrying out this research, there are some weaknesses in the implementation of cooperative learning type Student Teams Achievement Divisions (STAD) in accounting class of XI AK 2 SMK N 1 Klaten. These are:

1. The implementation of cooperative learning type STAD require a special planning and preparation, thus it takes a long time for the implementation.
2. The indicators observed are too many, thus when the learning takes place the scoring process was quite difficult. Since the emergence of each indicator is at the beginning until the end of the lesson.
3. The observation process only done by 3 observer include the researcher, it make the observation result does not maximum.

CHAPTER V

RESEARCH CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research result and discussion, can be concluded as follows:

1. The Implementation of cooperative learning type Student Teams Achievement Divisions (STAD) can improve students' learning motivation in class XI AK 2 SMK N 1 Klaten Academic Year of 2014/ 2015. It is proven by the improvement in the percentage of students' learning motivation scores taken through observation sheets and questionnaires that have been distributed to students. Based on the observation result, the score of students' learning motivation improved from 73.04% on cycle 1 into 89.25% on cycle 2 or improved by 16.21%. Based on questionnaire result, the score of students' learning motivation improved from 74.88% on cycle 1 into 88.39% on cycle 2 or improved by 13.51%.
2. The Implementation of cooperative learning type Student Teams Achievement Divisions (STAD) can improve students' learning activities in class XI AK 2 SMK N 1 Klaten Academic Year of 2014/ 2015. It is proven by the improvement in the percentage of students' learning activities scores taken through observation sheets and questionnaires that have been distributed to students. Based on the observation result, the

score of students' learning activities improved from 73.14% on cycle 1 into 89.64% on cycle 2 or improved by 16.50%. From questionnaire result, the score of students' learning activities improved from 74.84% on cycle 1 into 88.38% on cycle 2 or improved by 13.54%.

B. Suggestions

Based on the research discussion and conclusion, the researchers gave the following suggestions:

1. For The Teacher

- a. Teachers should not teach monotonously. The teachers are expected to make innovations in the teaching and learning method to improve students' motivation and learning activities.
- b. Teachers need to optimize the learning methods that are used to achieve the goals.
- c. Teachers need to monitor the behavior of students during the learning process. It can help the teachers to understand any problems that occur in the class and help them to evaluate the learning process that happened.

2. For The Researcher

- a. The researcher needs to be more careful to plan learning scenarios.
- b. The researcher could describe the students' learning motivation and learning activities individually into low, medium, and high categories.
- c. The researcher needs to be more careful to observe students for more detail analysis.

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A P P E N D I C E S

RENCANA PELAKSANAAN PEMBELAJARAN (SIKLUS 1)

Sekolah	:	SMK Negeri 1 Klaten
Mata Pelajaran	:	Pengantar Akuntansi Dan Keuangan
Materi Pokok	:	Pasar Uang Dan Pasar Modal
Kelas/Semester	:	XI / 4
Alokasi Waktu	:	4 x 45 Menit (2 x Pertemuan)
Pertemuan ke	:	1 (Satu)

I. STANDAR KOMPETENSI/KOMPETENSI DASAR

Standar Kompetensi:

Mengenal Pasar Uang Dan Pasar Modal

Kompetensi Dasar:

Mengenal Pasar Uang

II. INDIKATOR

1. Pengertian pasar uang dipahami
2. Lembaga-lembaga dalam pasar uang dan pasar modal teruraikan
3. Fungsi pasar uang teridentifikasi
4. Tujuan pasar uang dan pasar modal teridentifikasi
5. Instrument pasar uang teruraikan

III. TUJUAN PEMBELAJARAN

Setelah melakukan kegiatan ini diharapkan peserta didik dapat:

1. Mendefinisikan pengertian pasar uang
2. Menguraikan lembaga-lembaga dalam pasar uang dan pasar modal
3. Menjelaskan fungsi pasar uang
4. Menjelaskan tujuan pasar uang dan pasar modal
5. Menguraikan instrument pasar uang

IV. MATERI PEMBELAJARAN

1. Pengertian pasar uang
2. Lembaga-lembaga dalam pasar uang dan pasar modal
3. Fungsi pasar uang
4. Tujuan pasar uang dan pasar modal
5. Instrument pasar uang

V. METODE PEMBELAJARAN

1. *Cooperative Learning Type Student Teams Achievement Divisions* (STAD)
2. Diskusi
3. Tanya jawab

VI. LANGKAH-LANGKAH KEGIATAN PEMELAJARAN

No	Kegiatan Belajar	Waktu	Aspek Kegiatan	Nilai Karakter
1.	Pendahuluan:			
	- Doa	1 menit		Religius
	- Pembukaan dengan memberikan salam dan menanyakan keadaan siswa	1 menit		Bersahabat, empati
	- Presensi	1 menit		Disiplin
	- Apersepsi	2 menit		Tanggung jawab
2.	Kegiatan Inti:			
	- Guru bertanya sekilas tentang pasar uang	5 Menit	Eksplorasi	Gemar membaca, kreatif, rasa ingin tahu, disiplin, tanggung jawab, mandiri, kerja keras
	- Guru menjelaskan tentang materi pasar uang	15 Menit	Elaborasi	
	- Guru menjelaskan tentang metode pembelajaran yang akan digunakan yaitu <i>Cooperative Learning Type Student Teams Achievement Divisions</i> (STAD)	5 Menit	Elaborasi	
	- Guru membagi siswa menjadi 7 kelompok secara heterogen (1 kelompok 5 siswa)	2 Menit		
	- Guru memberi soal untuk didiskusikan masing-masing kelompok	2 Menit		
	- Siswa berdiskusi dalam kelompok tentang materi yang ada dan menjawab soal kelompok	10 Menit	Elaborasi	
	- Guru menarik lembar jawab masing-masing kelompok dan siswa dipersilahkan kembali ke posisi semula	2 Menit		
	- Guru melakukan penyegaran dan ulasan singkat tentang materi pembelajaran	5 Menit	Elaborasi	
	- Guru memberi soal individu kepada setiap siswa	2 Menit		
	- Siswa mengerjakan soal individu secara mandiri	10 Menit	Elaborasi	

	- Guru menarik lembar jawab soal individu	2 Menit		
	- Guru mengoreksi lembar jawab siswa dan member penghargaan kepada siswa secara individu dan kelompok yang mendapat nilai tertinggi	15 Menit		
3.	Penutup:			
	- Guru bersama siswa menyimpulkan materi yang telah dipelajari	9 Menit	Konfirmasi	Demokratis ,tanggung jawab
	- Menutup pelajaran dengan memberikan salam	1 Menit		Bersahabat
Jumlah Waktu		2 x 45 mnt (90 menit)		

VII. PERANGKAT PEMBELAJARAN

A. Alat:

1. Alat tulis
2. Power Point
3. LCD dan proyektor

B. Sumber:

1. Akuntansi Pengantar Akuntansi Dan Keuangan
2. Modul
3. Buku lain yang relevan

VIII. PENILAIAN

A. Soal Test:

1) Soal Kelompok:

Kerjakan soal-soal di bawah ini secara kelompok!

1. Sebutkan tujuan pasar uang dan pasar modal baik dari pihak yang membutuhkan dana maupun dari pihak yang menanamkan dana!
2. Sebutkan kelebihan dan kelemahan dari *commercial paper*!

2) Soal Individu:

Kerjakan soal-soal di bawah ini secara mandiri!

1. Jelaskan definisi pasar uang dan pasar modal!
2. Sebutkan macam-macam instrument pasar uang, minimal 5!
3. Sebutkan fungsi dari pasar uang!

B. Panduan Penilaian:

Soal Kelompok		Soal Individu	
No. Soal	Bobot Nilai	No. Soal	Bobot Nilai
1	50	1	40
2	50	2	30
		3	30
Jumlah	100	Jumlah	100

C. Pengamatan Perilaku/Sikap:

No	Nama	Indikator Sikap dan Nomor Indikator								Nilai Rata-rata
		Kerajinan	Disiplin	Jujur	Sopan	Kerjasama	Peduli	Tanggungjawab	Menghargai Pendapat orang lain	
1										
2										
3										
4										
5										
Dst .										

Keterangan:

Penilaian Sikap	Kriteria penilaian
Kriteria Skor:	Kriteria Penilaian:
1= Sangat Kurang	15 – 20= Sangat Kurang
2= Kurang	21 – 25= Kurang
3= Cukup	26 – 30= Cukup
4= Baik	31 – 35= Baik
5= Sangat Baik	35 – 40= Sangat Baik
Nilai tertinggi 40 diperoleh dari 5 X 8 (5 = nilai tertinggi; 8 = jumlah macam perilaku yang dinilai)	

Klaten, 08 April 2015

Mengetahui,
Guru Mata Pelajaran

Mahasiswa

Asrini, S.Pd
NIP. 19710621 200604 2 019

Yusuf Wicaksono
NIM. 10418244006

RENCANA PELAKSANAAN PEMBELAJARAN (SIKLUS 2)

Sekolah	:	SMK Negeri 1 Klaten
Mata Pelajaran	:	Pengantar Akuntansi Dan Keuangan
Materi Pokok	:	Pasar Uang Dan Pasar Modal
Kelas/Semester	:	XI / 4
Alokasi Waktu	:	4 x 45 Menit (2 x Pertemuan)
Pertemuan ke	:	2 (Dua)

I. STANDAR KOMPETENSI/KOMPETENSI DASAR

Standar Kompetensi:

Mengenal Pasar Uang Dan Pasar Modal

Kompetensi Dasar:

Mengenal Pasar Modal

II. INDIKATOR

1. Pengertian pasar modal dipahami
2. Fungsi pasar modal teridentifikasi
3. Manfaat pasar modal teridentifikasi
4. Jenis-jenis pasar modal teruraikan
5. Instrument pasar modal teruraikan

III. TUJUAN PEMBELAJARAN

Setelah melakukan kegiatan ini diharapkan peserta didik dapat:

1. Mendefinisikan pengertian pasar modal
2. Menjelaskan fungsi pasar modal
3. Menjelaskan manfaat pasar modal
4. Menguraikan jenis-jenis pasar modal
5. Menguraikan instrument pasar modal

IV. MATERI PEMBELAJARAN

1. Pengertian pasar modal
2. Fungsi pasar modal
3. Manfaat pasar modal
4. Jenis-jenis pasar modal
5. Instrumen pasar modal

V. METODE PEMBELAJARAN

1. *Cooperative Learning Type Student Teams Achievement Divisions* (STAD)
2. Diskusi
3. Tanya jawab

VI. LANGKAH-LANGKAH KEGIATAN PEMELAJARAN

No	Kegiatan Belajar	Waktu	Aspek Kegiatan	Nilai Karakter
1.	Pendahuluan:			
	- Doa	1 menit		Religius
	- Pembukaan dengan memberikan salam dan menanyakan keadaan siswa	1 menit		Bersahabat, empati
	- Presensi	1 menit		Disiplin
	- Apersepsi	2 menit		Tanggung jawab
2.	Kegiatan Inti:			
	- Guru bertanya sekilas tentang pasar modal	5 Menit	Eksplorasi	Gemar membaca, kreatif, rasa ingin tahu, disiplin, tanggung jawab, mandiri, kerja keras
	- Guru menjelaskan tentang materi pasar modal	15 Menit	Elaborasi	
	- Guru menjelaskan tentang metode pembelajaran yang akan digunakan yaitu <i>Cooperative Learning Type Student Teams Achievement Divisions</i> (STAD)	5 Menit	Elaborasi	
	- Guru membagi siswa menjadi 7 kelompok secara heterogen (1 kelompok 5 siswa)	2 Menit		
	- Guru memberi soal untuk didiskusikan masing-masing kelompok	2 Menit		
	- Siswa berdiskusi dalam kelompok tentang materi yang ada dan menjawab soal kelompok	10 Menit	Elaborasi	
	- Guru menarik lembar jawab masing-masing kelompok dan siswa dipersilahkan kembali ke posisi semula	2 Menit		
	- Guru melakukan penyegaran dan ulasan singkat tentang materi pembelajaran	5 Menit	Elaborasi	
	- Guru memberi soal individu kepada setiap siswa	2 Menit		
	- Siswa mengerjakan soal individu secara mandiri	10 Menit	Elaborasi	

	- Guru menarik lembar jawab soal individu	2 Menit		
	- Guru mengoreksi lembar jawab siswa dan member penghargaan kepada siswa secara individu dan kelompok yang mendapat nilai tertinggi	15 Menit		
3.	Penutup:			
	- Guru bersama siswa menyimpulkan materi yang telah dipelajari	9 Menit	Konfirmasi	Demokratis ,tanggung jawab
	- Menutup pelajaran dengan memberikan salam	1 Menit		Bersahabat
Jumlah Waktu		2 x 45 mnt (90 menit)		

VII. PERANGKAT PEMBELAJARAN

C. Alat:

1. Alat tulis
2. Power Point
3. LCD dan proyektor

D. Sumber:

1. Akuntansi Pengantar Akuntansi Dan Keuangan
2. Modul
3. Buku lain yang relevan

VIII. PENILAIAN

D. Soal Test:

1) Soal Kelompok:

Kerjakan soal-soal di bawah ini secara kelompok!

1. Jelaskan yang dimaksud dengan pasar perdana (*primary market*) dan pasar sekunder (*secondary market*)!
2. Sebutkan manfaat pasar modal bagi emiten!

2) Soal Individu:

Kerjakan soal-soal di bawah ini secara mandiri!

1. Sebutkan fungsi dari pasar modal!
2. Sebutkan manfaat pasar modal bagi pemerintah!
3. Apa yang dimaksud dengan emiten dan investor? Jelaskan!

E. Panduan Penilaian:

Soal Kelompok		Soal Individu	
No. Soal	Bobot Nilai	No. Soal	Bobot Nilai
1	50	1	40
2	50	2	30
		3	30
Jumlah	100	Jumlah	100

F. Pengamatan Perilaku/Sikap:

No	Nama	Indikator Sikap dan Nomor Indikator								Nilai Rata-rata
		Kerajinan	Disiplin	Jujur	Sopan	Kerjasama	Peduli	Tangg.Jwb	Menghargai Pendapat orang lain	
1										
2										
3										
4										
5										
Dst .										

Keterangan:

Penilaian Sikap	Kriteria penilaian
Kriteria Skor :	Kriteria Penilaian :
1= Sangat Kurang	15 – 20= Sangat Kurang
2= Kurang	21 – 25= Kurang
3= Cukup	26 – 30= Cukup
4= Baik	31 – 35= Baik
5= Sangat Baik	35 – 40= Sangat Baik
Nilai tertinggi 40 diperoleh dari 5 X 8 (5 = nilai tertinggi; 8 = jumlah macam perilaku yang dinilai)	

Klaten, 11 April 2015

Mengetahui,
Guru Mata Pelajaran

Mahasiswa

Asrini, S.Pd
NIP. 19710621 200604 2 019

Yusuf Wicaksono
NIM. 1041824400

MATERI PEMBELAJARAN SIKLUS 1

❖CHAPTER I | PASAR UANG

- Pasar uang adalah tempat dimana kegiatan permintaan dan penawaran dana-dana berupa surat-surat berharga dengan jangka waktu jatuh tempo kurang dari satu tahun.
- Merupakan sarana pengendali moneter (secara tidak langsung) oleh otoritas moneter dalam melaksanakan operasi terbuka.
- Modal yang ditawarkan berjangka waktu pendek.
- Peserta adalah bank atau lembaga-lembaga keuangan yang memerlukan dana jangka pendek dan biasanya pembelian surat-surat berharga pasar uang hanya didasarkan pada kepercayaan semata. Hal ini disebabkan surat-surat berharga pasar uang biasanya tanpa jaminan tertentu.

❖Fungsi pasar uang:

1. Sebagai perantara dalam perdagangan surat-surat berharga berjangka pendek
2. Sebagai penghimpun dana berupa surat-surat berharga jangka pendek
3. Sebagai sumber pembiayaan bagi perusahaan untuk melakukan investasi
4. Sebagai perantara bagi investor luar negeri dalam menyalurkan kredit jangka pendek kepada perusahaan di Indonesia

❖PIHAK-PIHAK DALAM PASAR UANG DAN PASAR MODAL

1. Pihak yang membutuhkan dana
Bank maupun perusahaan non bank yang kebetulan membutuhkan dana yang segera harus dipenuhi untuk kepentingan tertentu.
2. Pihak yang menanamkan dana
Pihak yang menyediakan atau menjual dana baik bank maupun perusahaan non bank dengan tujuan investasi di pasar uang.

❖Tujuan Pasar Uang Dan Pasar Modal

- Dari pihak yang membutuhkan dana:
 - Memenuhi kebutuhan jangka pendek
 - Memenuhi kebutuhan likuiditas
 - Memenuhi kebutuhan modal kerja
 - Memperoleh penghasilan dengan tingkat suku bunga tertentu
 - Membantu pihak yang mengalami kesulitan keuangan
 - Spekulasi
- Dari pihak yang menanamkan dana:
 - Memperoleh penghasilan dengan tingkat suku bunga tertentu
 - Membantu pihak yang mengalami kesulitan keuangan
 - Spekulasi dengan harapan akan memperoleh keuntungan besar dalam waktu singkat dan dalam kondisi ekonomi tertentu.

❖ INSTRUMEN PASAR UANG

Instrumen pasar uang adalah surat-surat berharga yang ditawarkan di pasar uang. Adapun jenisnya antara lain:

1) *Interbank Call Money*

Call money adalah kredit atau pinjaman yang harus segera dilunasi apabila sudah jatuh tempo. Jangka waktu kredit berkisar antara 1-7 hari. Pemberian *call money* dapat berupa *one day call money* (masa pelunasan 1 hari) dan *two day call money* (masa pelunasan 2 hari). Ketentuan pemberian *call money*:

- Diberikan di lembaga kliring kepada pihak bank yang mengalami kalah kliring dan kurang likuiditas
- Besar pinjaman tidak boleh melebihi kalah kliring hari ini
- Instrumen pinjaman berupa promes
- Maksimal jangka waktu 7 hari dan apabila tidak dapat dilunasi saat jatuh tempo, maka akan berubah menjadi pinjaman biasa.

3) Sertifikat Deposito

Sampai saat ini sertifikat deposito merupakan alternatif utama bagi pihak perbankan untuk memenuhi kebutuhan dana jangka pendeknya. Sertifikat deposito diterbitkan atas unjuk dengan nominal tertentu, jangka waktu bervariasi sesuai keinginan bank. Pencairan dapat dilakukan setelah jatuh tempo, dan dapat diperjualbelikan kepada lembaga keuangan ataupun pihak umum.

4) Surat Berharga Pasar Uang (SBPU)

Merupakan surat berharga yang diperkenalkan oleh BI tahun 1985 sebagai salah satu alat untuk melakukan operasi pasar terbuka dalam rangka ikut menstabilkan nilai rupiah. Bank atau lembaga keuangan yang ingin memperoleh dana jangka pendek dapat menerbitkan SBPU ini kemudian diperjualbelikan dengan pihak BI atau pihak-pihak lainnya.

6) *Commercial Paper*

Kertas berharga yang dapat diperdagangkan di pasar uang dengan jangka waktu tidak lebih dari 1 tahun. Yang termasuk *commercial paper* adalah promes. Penerbitan dilakukan untuk memenuhi kebutuhan modal jangka pendek perusahaan kepada pemegang promes. Keuntungan dari penjualan dapat berbentuk bunga seperti kredit dan seringkali dilakukan dengan sistem diskonto.

Kelebihan *commercial paper* terletak pada jaminan dimana pihak penerbit tidak perlu menyediakan jaminan tertentu, tingkat suku bunga relatif rendah, dan penerbitannya relatif mudah. Sedangkan kelemahannya adalah penerbitan promes tidak disertai jaminan tertentu, dan dana yang diperoleh hanya digunakan untuk modal kerja.

2) Sertifikat Bank Indonesia (SBI)

Surat berharga yang diterbitkan oleh Bank Sentral (BI) yang diterbitkan atas unjuk dengan nominal tertentu dan biasanya dikaitkan dengan kebijakan pemerintah terhadap operasi pasar terbuka (*open market operation*) dalam masalah penanggulangan jumlah uang beredar.

Tujuan bagi investor baik bank maupun lembaga keuangan lainnya membeli SBI adalah sebagai akibat kelebihan dana yang tidak disalurkan untuk sementara waktu, namun jika pihak investor memerlukan dana kembali, maka dengan mudah SBI dapat diperjualbelikan kepada pihak BI atau pihak lainnya.

5) *Banker's Acceptance*

Wesel bank yang diberikan cap dengan kata-kata *accepted* dan dapat diperjualbelikan di pasar uang sebagai salah satu sumber dana jangka pendek. Jangka waktu penarikan wesel berkisar 30 sampai 180 hari. Wesel yang diberi cap *accepted* inilah yang disebut *Banker's acceptence* yang dapat diperjualbelikan dengan jaminan pihak bank importir atau pihak importir sendiri. *Banker's acceptance* terjadi dalam perdagangan luar negeri (ekspor impor)

7) *Treasury Bills*

Instrumen pasar modal yang diterbitkan oleh Bank Sentral dengan jangka waktu maksimal 1 tahun. Keuntungan dari *treasury bills* bagi pembeli faktor kepercayaan akan dibayar kembali mengingat diterbitkan oleh bank pemerintah. *Treasury bills* diterbitkan di luar negeri, sedangkan di Indonesia dapat disamakan dengan SBI yang diterbitkan oleh BI.

8) *Repurchase Agreement*

Merupakan bentuk surat berharga yang juga dapat diperjualbelikan dengan suatu perjanjian tertulis bahwa si penjual akan membeli kembali surat-surat berharga tersebut. Pembelian kembali surat-surat berharga tersebut disertai perjanjian, yaitu harga dan tanggal jatuh temponya. Transaksi dilakukan secara diskonto. Instrumen berupa Sertifikat Deposit, SBI, SBPU, serta *Treasury Bills*.

9) *Pasar Valuta Asing (foreign exchange market)*

Pasar dimana transaksi valuta asing dilakukan baik antar negara maupun dalam negeri. Dalam melakukan transaksi, digunakan kurs (nilai tukar) yang dapat berubah-ubah sesuai kondisi dari waktu ke waktu.

Pasar valuta (valas) terdapat di tiap negara dan dalam prakteknya dapat dijangkau setiap negara dengan sarana telekomunikasi yang ada.

Dalam perdagangan pasar valas internasional hanya mata uang yang tergolong kuat "*convertible currencies*" yang sering diperdagangkan, sedangkan yang lemah "*soft currencies*" seperti mata uang negara-negara berkembang termasuk rupiah Indonesia jarang diperdagangkan. Yang menentukan salah satunya adalah volume perdagangan suatu negara, baik secara kualitas maupun kuantitas.

MATERI PEMBELAJARAN SIKLUS 2

❖ CHAPTER II | PASAR MODAL

- Pasar modal adalah tempat bertemunya para penjual dan pembeli untuk melakukan transaksi dalam rangka memperoleh modal.
- Penjual merupakan perusahaan yang membutuhkan modal (emiten), sedangkan pembeli (investor) adalah pihak yang ingin membeli modal (saham) perusahaan.
- Pasar modal dikenal dengan nama bursa efek, di Indonesia ada dua, yaitu bursa efek Jakarta dan bursa efek Surabaya.
- Dalam transaksi di pasar modal, investor dapat langsung meneliti dan menganalisis keuntungan masing-masing perusahaan yang menawarkan modal, dan investor bisa juga menjadi penjual kepada investor lainnya.
- Modal yang diperjualbelikan berjangka waktu panjang.

❖ FUNGSI PASAR MODAL

- Sebagai sarana penambah modal bagi usaha
- Sebagai sarana pemerataan pendapatan
- Sebagai sarana peningkatan kapasitas produksi
- Sebagai sarana penciptaan tenaga kerja
- Sebagai sarana peningkatan pendapatan negara
- Sebagai indikator perekonomian negara

❖ MANFAAT PASAR MODAL

- Bagi emiten:
 1. Jumlah dana yang dapat dihimpun berjumlah besar
 2. Dana tersebut dapat diterima sekaligus pada saat pasar perdana selesai
 3. Tidak ada *convenant* sehingga manajemen dapat lebih bebas dalam pengelolaan dana/perusahaan
 4. Solvabilitas perusahaan tinggi sehingga memperbaiki citra perusahaan
 5. Ketergantungan emiten terhadap bank menjadi lebih kecil.
- Bagi investor:
 1. Nilai investasi berkembang mengikuti pertumbuhan ekonomi
 2. Memperoleh dividen bagi mereka yang memiliki/memegang saham dan bunga yang mengambang bagi pemenang obligasi
 3. Dapat sekaligus melakukan investasi dalam beberapa instrumen yang mengurangi risiko.
- Bagi pemerintah:
 1. Meningkatkan investasi
 2. Meningkatkan pertumbuhan ekonomi
 3. Menciptakan lapangan kerja
 4. Meningkatkan pemerataan pendapatan

❖ JENIS-JENIS PASAR MODAL

1. Pasar perdana (*primary market*)
Adalah penawaran saham pertama kali dari emiten kepada para pemodal selama waktu yang ditetapkan oleh pihak penerbit (*issuer*) sebelum saham tersebut diperdagangkan di pasar sekunder. Biasanya dalam jangka waktu sekurang-kurangnya 6 hari kerja. Harga saham ditentukan oleh penjamin emisi dan perusahaan yang go public berdasarkan analisis fundamental perusahaan yang bersangkutan.
2. Pasar sekunder (*secondary market*)
Adalah tempat terjadinya transaksi jual-beli saham antar investor setelah melewati masa penawaran saham di pasar perdana, dalam waktu selambat-lambatnya 90 hari setelah ijin emisi diberikan maka efek tersebut harus dicatatkan di bursa. Harga saham berfluktuasi sesuai ekspektasi pasar, pihak yang berwenang adalah pialang, adanya beban komisi untuk penjualan dan pembelian, pemesanannya dilakukan melalui anggota bursa, jangka waktunya tidak terbatas.

❖ JENIS-JENIS PASAR MODAL

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b) Dari segi hak tagih

- Saham biasa (*common stocks*), bagi pemilik saham ini hak untuk memperoleh deviden akan didahulukan kepada pemilik saham preferen. Begitu pula dengan hak terhadap harta apabila perusahaan dilikuidasi.
- Saham preferen (*preferen stocks*), merupakan saham yang memperoleh hak utama atas deviden dan harta apabila perusahaan dilikuidasi.

2. Obligasi (*bonds*)

Merupakan instrumen utang bagi perusahaan yang hendak memperoleh modal. Keuntungan membeli obligasi berbentuk kupon. Obligasi tidak mempunyai hak terhadap manajemen dan kekayaan perusahaan. Jenis-jenis obligasi dari beberapa segi antara lain:

- a) Dari segi peralihan
- Obligasi atas unjuk (*bearer bonds*), tidak mempunyai nama dalam obligasinya dan mudah untuk dialihkan ke pihak lain.
 - Obligasi atas nama (*registered bonds*), memiliki nama pemilik dalam obligasi dan untuk pengalihan kepemilikan memerlukan berbagai persyaratan dan prosedur.

b) Dari segi jaminan yang diberikan (hak klaim)

- Obligasi dengan jaminan (*secured bonds*), obligasi yang dijamin dengan jaminan tertentu. Jenisnya antara lain obligasi dengan garansi (*guaranteed bonds*), obligasi dengan jaminan harta (*mortgage bonds*), obligasi dengan jaminan efek (*collateral trust bonds*), dan obligasi dengan jaminan peralatan (*equipment bonds*).
- Obligasi tanpa jaminan (*unsecured bonds*), obligasi yang diberikan hanya berbentuk kepercayaan semata tanpa adanya jaminan.

c) Dari segi cara penetapan dan pembayaran bunga dan pokok

- Obligasi dengan bunga tetap, obligasi yang memberikan bunga secara tetap setiap periode tertentu, misal 10% per tahun.
- Obligasi dengan bunga tak tetap, obligasi yang memberikan bunga secara tak tetap, biasanya dikaitkan dengan suku bunga bank yang berlaku untuk periode tertentu.
- Obligasi tanpa bunga, obligasi yang tidak memberikan bunga kepada pemiliknya.

d) Dari segi penerbit

- Obligasi penerbit, obligasi yang diterbitkan oleh pemerintah baik pusat, daerah ataupun perusahaan milik pemerintah.
- Obligasi swasta, obligasi yang diterbitkan pihak swasta.

e) Dari segi jatuh tempo

- Obligasi jangka pendek, obligasi yang berjangka waktu tidak lebih dari 1 tahun.
- Obligasi jangka menengah, Obligasi yang berjangka waktu antara 1-5 tahun.
- Obligasi jangka panjang, obligasi yang berjangka waktu lebih dari 5 tahun.

❖ PARA PEMAIN DI PASAR MODAL

1. Emiten

Adalah perusahaan yang akan menjual surat-surat berharga atau melakukan emisi di bursa efek. Tujuan melakukan emisi antara lain:

- Perluasan usaha
- Memperbaiki struktur modal
- Mengadakan pengalihan pemegang saham

2. Investor

Pemodal yang membeli atau menanamkan modalnya di perusahaan yang melakukan emisi. Tujuan investor dalam pasar modal antara lain:

- Memperoleh deviden
- Kepemilikan perusahaan
- Berdagang

3. Lembaga penunjang

Lembaga penunjang berfungsi turut serta mendukung beroperasinya pasar modal. Para lembaga penunjang yang memegang peranan penting dalam mekanisme pasar modal antara lain:

- a) Penjamin emisi (*underwriter*), lembaga yang menjamin terjualnya saham atau obligasi sampai batas waktu tertentu dan dapat memperoleh dana yang diinginkan emiten.
- b) Perantara perdagangan efek (*broker/pialang*), bertugas menjadi perantara dalam jual beli efek. Bertugas memberikan informasi tentang emiten dan melakukan penjualan efek kepada investor
- c) Perdagangan efek (*dealer*), berfungsi sebagai pedagang dan perantara dalam jual beli efek.

- d) Penanggung (*guarantor*), lembaga yang dipercaya oleh investor sebelum menanamkan dananya. Penanggung harus dapat memberikan keyakinan dan kepercayaan atas resiko yang mungkin timbul dari emiten.
- e) Wali amanat (*trustee*), berfungsi menilai kekayaan emiten, menganalisis kemampuan emiten, melakukan pengawasan dan perkembangan emiten, memberi nasehat kepada investor dalam hal yang berkaitan dengan emiten, memonitor pembayaran bunga dan pokok obligasi, dan bertindak sebagai agen pembayaran.

- f) Perusahaan surat berharga (*securities company*), perusahaan yang mengkhususkan diri dalam perdagangan surat-surat berharga yang tercatat di bursa efek. Bertindak sebagai pedagang efek, penjamin emisi, perantara perdagangan efek, dan pengelola dana.
- g) Perusahaan pengelola dana (*investment company*), perusahaan yang bertindak mengelola surat-surat berharga yang akan menguntungkan sesuai keinginan investor. Memiliki dua unit dalam mengelola dananya yaitu sebagai pengelola dan penyimpanan dana.

- h) Kantor administrasi efek, merupakan kantor yang membantu para emiten maupun investor dalam rangka memperlancar administrasinya. Fungsi kantor administrasi efek antara lain:
 - Membantu emiten dalam rangka emisi
 - Melakukan kegiatan menyimpan dan pengalihan hak atas saham para investor
 - Membantu menyusun daftar pemegang saham
 - Mempersiapkan koresponden emiten kepada para pemegang saham
 - Membuat laporan-laporan yang diperlukan.

SOAL DAN KUNCI JAWABAN

A. SOAL KELOMPOK SIKLUS 1

1. Sebutkan tujuan pasar uang dan pasar modal baik dari pihak yang membutuhkan dana maupun dari pihak yang menanamkan dana!

Jawab:

- Dari pihak yang membutuhkan dana:
 - a. Memenuhi kebutuhan jangka pendek
 - b. Memenuhi kebutuhan likuiditas
 - c. Memenuhi kebutuhan modal kerja
 - d. Memperoleh penghasilan dengan tingkat suku bunga tertentu
 - e. Membantu pihak yang mengalami kesulitan keuangan
 - f. Spekulasi
- Dari pihak yang menanamkan dana:
 - a. Memperoleh penghasilan dengan tingkat suku bunga tertentu
 - b. Membantu pihak yang mengalami kesulitan keuangan
 - c. Spekulasi dengan harapan akan memperoleh keuntungan besar dalam waktu singkat dan dalam kondisi ekonomi tertentu

2. Sebutkan kelebihan dan kelemahan dari *commercial paper*!

Jawab:

Kelebihan *commercial paper* terletak pada jaminan dimana pihak penerbit tidak perlu menyediakan jaminan tertentu, tingkat suku bunga relatif rendah, dan penerbitannya relatif mudah. Sedangkan kelemahannya adalah penerbitan promes tidak disertai jaminan tertentu, dan dana yang diperoleh hanya digunakan untuk modal kerja.

B. SOAL INDIVIDU SIKLUS 1

1. Jelaskan definisi pasar uang dan pasar modal!

Jawab:

Pasar uang adalah tempat dimana kegiatan permintaan dan penawaran dana-dana berupa surat-surat berharga dengan jangka waktu jatuh tempo kurang dari satu tahun. –Pasar modal adalah tempat bertemunya para penjual dan pembeli untuk melakukan transaksi dalam rangka memperoleh modal.

2. Sebutkan macam-macam instrumen pasar uang, minimal 5!

Jawab:

- a. *Interbank Call Money*
 - b. Sertifikat Bank Indonesia (SBI)
 - c. Sertifikat Deposito
 - d. Surat Berharga Pasar Uang (SBPU)
 - e. *Banker's Acceptance*
 - f. *Commercial Paper*
 - g. *Treasury Bills*
 - h. *Repurchase Agreement*
 - i. Pasar Valuta Asing (*foreign exchange market*)
3. Sebutkan fungsi dari pasar uang!

Jawab:

- a. Sebagai perantara dalam perdagangan surat-surat berharga berjangka pendek
- b. Sebagai penghimpun dana berupa surat-surat berharga jangka pendek
- c. Sebagai sumber pembiayaan bagi perusahaan untuk melakukan investasi
- d. Sebagai perantara bagi investor luar negeri dalam menyalurkan kredit jangka pendek kepada perusahaan di Indonesia

C. SOAL KELOMPOK SIKLUS 2

1. Jelaskan yang dimaksud dengan pasar perdana (*primary market*) dan pasar sekunder (*secondary market*)!

Jawab:

Pasar perdana adalah penawaran saham pertama kali dari emiten kepada para pemodal selama waktu yang ditetapkan oleh pihak penerbit (*issuer*) sebelum saham tersebut diperdagangkan di pasar sekunder. Sedangkan pasar sekunder adalah tempat terjadinya transaksi jual-beli saham antar investor setelah melewati masa penawaran saham di pasar perdana, dalam waktu selambat-lambatnya 90 hari setelah izin emisi diberikan maka efek tersebut harus dicatatkan di bursa.

2. Sebutkan manfaat pasar modal bagi emiten!

Jawab:

- a. Jumlah dana yang dapat dihimpun berjumlah besar
- b. Dana tersebut dapat diterima sekaligus pada saat pasar perdana selesai
- c. Tidak ada *covenant* sehingga manajemen dapat lebih bebas dalam pengelolaan dana/perusahaan

- d. Solvabilitas perusahaan tinggi sehingga memperbaiki citra perusahaan
- e. Ketergantungan emiten terhadap bank menjadi lebih kecil

D. SOAL INDIVIDU SIKLUS 2

1. Sebutkan fungsi dari pasar modal!

Jawab:

- a. Sebagai sarana penambah modal bagi usaha
- b. Sebagai sarana pemerataan pendapatan
- c. Sebagai sarana peningkatan kapasitas produksi
- d. Sebagai sarana penciptaan tenaga kerja
- e. Sebagai sarana peningkatan pendapatan negara
- f. Sebagai indikator perekonomian negara

2. Sebutkan manfaat pasar modal bagi pemerintah!

Jawab:

- a. Meningkatkan investasi
- b. Meningkatkan pertumbuhan ekonomi
- c. Menciptakan lapangan kerja
- d. Meningkatkan pemerataan pendapatan

3. Apa yang dimaksud dengan emiten dan investor? Jelaskan!

Jawab:

Emiten adalah perusahaan yang akan menjual surat-surat berharga atau melakukan emisi di bursa efek. Sedangkan investor adalah pemodal yang membeli atau menanamkan modalnya di perusahaan yang melakukan emisi.

DAFTAR KELOMPOK SISWA

SIKLUS 1 DAN SIKLUS 2

Kelompok A		Kelompok B	
No. Absen	Nama	No. Absen	Nama
1	Alyvia Khusnul Khotimah	6	Dwi Novi Sekarsari
2	Annisaa Khusnul Khotimah	7	Erlin Aprilia Nur Khasanah
3	Apriali Kustanti	8	Ernawati Puji Rahayu
4	Chandra Wahyuningtyas	9	Erynthia Agustin A.
5	Dwi Apriliana	10	Evi Kurniawati
Kelompok C		Kelompok D	
No. Absen	Nama	No. Absen	Nama
11	Fauziah Khusnullaili	16	Ivana Rizki Aulia
12	Fitriani	17	Lufiana Alya Fatika
13	Henny Kusdiyati	18	Maharani Deshinta K.
14	Hesti Wulandari	19	Maisaroh Dwi Oktaviani
15	Irma Yupita Apriliana	20	Novia Darmayanti
Kelompok E		Kelompok F	
No. Absen	Nama	No. Absen	Nama
21	Novitya Chandra Devi	26	Septiana Artikasari
22	Noviyanti Wahyuningsih	27	Siska Amelia
23	Riesma Yuanar	28	Siti Badriyatul M.
24	Rinawati	29	Siti Maisyaroh
25	Sandra Adina Damayanti	30	Sri Widiyaningrum
		31	Suci Kristanti

Kelompok G	
No. Absen	Nama
32	Tutut Dyah Suryaningsih
33	Uut Anggini
34	Wahyu Candraningsih
35	Widlia Nada Pramita W.
36	Winda Ayu Citra M.
37	Yuni Sita Kusrini

**DAFTAR PRESENSI SISWA KELAS XI AKUNTANSI 2
SMK NEGERI 1 KLATEN**

No.	NIS	Nama	Siklus I	Siklus II
			08/04/15	11/04/15
1	14265	Alyvia Khusnul Khotimah	✓	✓
2	14266	Annisaa Khusnul Khotimah	✓	✓
3	14267	Apriali Kustanti	✓	✓
4	14268	Chandra Wahyuningtyas	✓	✓
5	14269	Dwi Apriliana	✓	✓
6	14270	Dwi Novi Sekarsari	✓	✓
7	14271	Erlin Aprilia Nur Khasanah	✓	✓
8	14272	Ernawati Puji Rahayu	✓	✓
9	14273	Erynthia Agustin A.	✓	✓
10	14274	Evi Kurniawati	✓	✓
11	14275	Fauziah Khusnullaili	✓	✓
12	14276	Fitriani	✓	✓
13	14277	Henny Kusdiyati	✓	✓
14	14278	Hesti Wulandari	✓	✓
15	14279	Irma Yupita Apriliana	✓	✓
16	14280	Ivana Rizki Aulia	✓	✓
17	14281	Lufiana Alya Fatika	✓	✓
18	14282	Maharani Deshinta K.	✓	✓
19	14283	Maisaroh Dwi Oktaviani	✓	✓
20	14284	Novia Darmayanti	✓	✓
21	14285	Novitya Chandra Devi	✓	✓
22	14286	Noviyanti Wahyuningsih	✓	✓
23	14287	Riesma Yuanar	✓	✓
24	14288	Rinawati	✓	✓
25	14289	Sandra Adina Damayanti	✓	✓
26	14290	Septiana Artikasari	✓	✓
27	14291	Siska Amelia	✓	✓
28	14292	Siti Badriyatul M.	✓	✓
29	14293	Siti Maisyaroh	✓	✓
30	14294	Sri Widiyaningrum	✓	✓
31	14295	Suci Kristanti	✓	✓
32	14296	Tutut Dyah Suryaningsih	✓	✓
33	14297	Uut Anggini	✓	✓
34	14298	Wahyu Candraningsih	✓	✓
35	14299	Widlia Nada Pramita W.	✓	✓
36	14300	Winda Ayu Citra M.	✓	✓
37	14301	Yuni Sita Kusriani	✓	✓

PEDOMAN OBSERVASI MOTIVASI BELAJAR

Petunjuk Pengisian:

1. Pahami setiap aspek yang diamati
2. Berikan skor pada setiap aspek untuk masing-masing siswa, sesuai kriteria yang telah ditentukan
3. Berikut ini adalah aspek-aspek yang akan diamati:

No	Aspek Observasi
1	Tekun mengerjakan tugas.
2	Tidak mudah menyerah dalam menghadapi kesulitan dalam mengerjakan tugas.
3	Semangat dalam mengerjakan tugas.
4	Mandiri dalam melakukan sesuatu.
5	Malas terhadap tugas yang monoton (latihan atau sesuatu yang membuat mereka tidak kreatif).
6	Berani menyampaikan pendapat.
7	Tidak mudah mempercayai sesuatu.
8	Tertarik untuk menemukan dan memecahkan masalah.

Kriteria Penilaian:

Siswa tekun mengerjakan tugas yang diberikan guru.

- 4 : Siswa mengerjakan tugas dengan tuntas dan tekun.
- 3 : Siswa mengerjakan tugas lebih dari 50% namun tidak tuntas.
- 2 : Siswa mengerjakan tugas kurang dari 50%.
- 1 : Siswa tidak mengerjakan tugas yang diberikan guru.

Siswa tidak mudah menyerah dalam menghadapi kesulitan dalam mengerjakan tugas.

- 4 : Siswa berdiskusi dengan teman. Jika mereka belum memiliki solusi, mereka bertanya kepada guru.
- 3 : Siswa berdiskusi dengan teman. Tapi mereka merasa malu untuk bertanya kepada guru meskipun mereka menemukan kesulitan.
- 2 : Siswa hanya berdiskusi dengan teman mereka, namun tidak menemukan jawaban dan solusi yang tepat.
- 1 : Siswa berhenti mengerjakan tugas ketika mendapatkan kesulitan.

Siswa semangat dalam mengerjakan soal.

- 4 : Siswa segera mengerjakan semua soal dengan semangat tanpa diperintah guru.
- 3 : Siswa hanya mengerjakan beberapa soal dengan semangat tanpa diperintah guru.
- 2 : Siswa mengerjakan soal yang diberikan guru dengan terpaksa.
- 1 : Siswa tidak mengerjakan soal yang diberikan guru.

Siswa mengerjakan kuis individual secara mandiri.

- 4 : Siswa mengerjakan kuis individual dengan percaya diri.
- 3 : Siswa mengerjakan kuis individual, namun terkadang menengok jawaban temannya / meminta bantuan temannya.
- 2 : Siswa mengerjakan kuis individual, tetapi sering meminta bantuan kepada temannya.
- 1 : Siswa tidak mengerjakan kuis individual.

Siswa malas dengan tugas-tugas yang monoton.

- 4 : Siswa malas dengan tugas-tugas monoton dan merasa kurang tertantang, serta berani mengeluh kepada guru.
- 3 : Siswa malas dengan tugas-tugas monoton dan merasa kurang tertantang, namun tidak berani mengeluh kepada guru.
- 2 : Siswa tidak mempermasalahkan tugas-tugas yang monoton.
- 1 : Siswa malas mengerjakan tugas-tugas yang lebih menantang.

Siswa berani menyampaikan pendapat saat diskusi.

- 4 : Siswa berani menyampaikan pendapat saat diskusi.
- 3 : Siswa hanya berpendapat saat ada teman yang sependapat dengannya.
- 2 : Siswa hanya menyatakan 'setuju' atau 'tidak setuju' tanpa memberikan alasan jelas.
- 1 : Siswa tidak berpendapat saat diskusi.

Tidak mudah bagi siswa untuk mempercayai sesuatu.

- 4 : Siswa percaya diri dan mampu mempertahankan pendapat sudah diputuskan, memberikan alasan yang jelas atas jawaban mereka, dan tidak mudah terpengaruh untuk merubah pendapat mereka.
- 3 : Siswa percaya diri dan mampu mempertahankan pendapat sudah diputuskan, namun masih ragu-ragu ketika ada pengaruh dari luar.
- 2 : Siswa mencoba untuk mempertahankan pendapat mereka tetapi cenderung mencari pendapat dari luar.
- 1 : Siswa tidak mampu mempertahankan pendapatnya dari pertama kali diskusi.

Siswa ikut berperan dalam memecahkan permasalahan dalam kelompok.

- 4 : Siswa ikut berperan dalam memecahkan setiap permasalahan.
- 3 : Siswa hanya ikut berperan dalam memecahkan persoalan yang dianggapnya mudah.
- 2 : Siswa hanya ikut berperan jika diminta oleh teman dalam kelompoknya.
- 1 : Siswa tidak ikut berperan dalam memecahkan permasalahan.

Petunjuk Pengisian:

1. Pahami setiap aspek yang diamati
2. Berikan skor pada setiap aspek untuk masing-masing siswa, sesuai kriteria yang telah ditentukan
3. Berikut ini adalah aspek-aspek yang akan diamati:

No	Indikator
1	Membaca materi pelajaran
2	Bertanya tentang materi yang belum dipahami
3	Menanggapi atau mengemukakan pendapat selama kegiatan belajar berlangsung
4	Memperhatikan penjelasan guru
5	Mencatat materi pelajaran
6	Bekerja sama mengerjakan tugas dalam kelompok Melakukan diskusi sesama anggota kelompok untuk memecahkan masalah
7	Memiliki kepedulian terhadap teman satu tim yang kesulitan dalam memahami materi pelajaran
8	Bekerja sama mengerjakan tugas dalam kelompok

Kriteria Penilaian:

Siswa membaca materi pelajaran.

- 4 : Siswa membaca materi sebelum berdiskusi dan disela waktu diskusi, ketika dirasa perlu.
- 3 : Siswa hanya membaca materi sebelum berdiskusi.
- 2 : Siswa hanya membaca materi ketika diminta oleh guru.
- 1 : Siswa sama sekali tidak membaca materi mulai dari awal hingga akhir pembelajaran.

Siswa bertanya tentang materi yang belum dipahami.

- 4 : Siswa bertanya kepada guru maupun siswa lainnya ketika belum paham dengan materi.
- 3 : Siswa bertanya hanya kepada teman sekelompoknya saat berdiskusi atau hanya bertanya kepada guru (tanpa menunggu dipersilakan).
- 2 : Siswa tidak bertanya apabila tidak dipersilakan oleh guru.
- 1 : Siswa tidak bertanya dari awal hingga akhir pembelajaran walau belum memahami materi yang disampaikan guru.

Menanggapi atau mengemukakan pendapat selama kegiatan belajar berlangsung.

- 4 : Siswa aktif menanggapi atau mengemukakan pendapat selama proses pembelajaran berlangsung.
- 3 : Siswa kadang-kadang menanggapi atau mengemukakan pendapat selama proses pembelajaran berlangsung.
- 2 : Siswa menanggapi atau mengemukakan pendapat hanya ketika diminta.
- 1 : Siswa sama sekali tidak menanggapi atau mengemukakan pendapat selama proses pembelajaran berlangsung.

Memperhatikan penjelasan guru.

- 4 : Siswa selalu memperhatikan penjelasan guru dengan seksama.
- 3 : Siswa memperhatikan penjelasan guru, namun sesekali tidak mencermati penjelasan karena melakukan kegiatan lain yang tidak terkait dengan materi pelajaran.
- 2 : Siswa hanya memperhatikan penjelasan guru di awal proses pembelajaran.
- 1 : Siswa sama sekali tidak memperhatikan penjelasan guru.

Siswa mencatat materi pelajaran.

- 4 : Siswa mencatat materi akuntansi berupa penjelasan maupun contoh soal dari guru dan juga hasil diskusi tanpa diperintah oleh guru.
- 3 : Siswa hanya mencatat materi akuntansi yang dirasa dijelaskan dengan penekanan tertentu (dirasa penting)
- 2 : Siswa hanya mencatat materi akuntansi apabila diminta oleh guru.
- 1 : Siswa tidak mencatat materi akuntansi selama pembelajaran.

Siswa bekerja sama mengerjakan tugas dalam kelompok.

- 4 : Siswa selalu bekerja sama dengan teman dalam kelompoknya saat mengerjakan tugas yang diberikan oleh guru hingga selesai.
- 3 : Siswa bekerjasama dalam kelompok, namun hanya dengan teman tertentu dalam kelompoknya.
- 2 : Siswa hanya bekerjasama ketika membicarakan materi tertentu dan dan tidak sampai selesai.
- 1 : Siswa tidak ikut bekerjasama dalam mengerjakan tugas kelompok.

Memiliki kepedulian terhadap teman satu tim yang kesulitan dalam memahami materi pelajaran.

- 4 : Siswa aktif saling membantu dengan sesama anggota kelompoknya dalam memahami materi pelajaran.
- 3 : Siswa saling membantu dengan sesama anggota kelompoknya dalam memahami materi, akan tetapi kurang peduli apakah anggota kelompoknya sudah paham atau belum.
- 2 : Siswa membantu menjelaskan materi kepada anggota kelompoknya ketika mereka meminta.
- 1 : Siswa tidak pernah saling membantu dengan sesama anggota kelompoknya dalam memahami materi pelajaran.

Melakukan diskusi dengan sesama anggota kelompok untuk memecahkan masalah.

- 4 : Siswa aktif melakukan diskusi dengan anggota kelompoknya untuk memecahkan masalah yang ada.
- 3 : Siswa melakukan diskusi, namun hanya dengan teman tertentu dalam kelompoknya.
- 2 : Siswa melakukan diskusi dengan anggota kelompoknya, tetapi diselingi melakukan diskusi di luar materi pelajaran.
- 1 : Siswa tidak pernah melakukan diskusi dengan sesama anggota kelompoknya untuk memecahkan masalah.

Siklus/ Pertemuan : 1/ 1

Tanggal : 08/ 04/ 2015

Pokok Bahasan : Pasar Uang

No	Nama Siswa	Aspek yang Diamati								Jumlah	%
		1	2	3	4	5	6	7	8		
1	Alyvia Khusnul Khotimah										
2	Annisaa Khusnul Khotimah										
3	Apriali Kustanti										
4	Chandra Wahyuningtyas										
5	Dwi Apriliana										
6	Dwi Novi Sekarsari										
7	Erlin Aprilia Nur Khasanah										
8	Ernawati Puji Rahayu										
9	Erynthia Agustin A.										
10	Evi Kurniawati										
11	Fauziah Khusnullaili										
12	Fitriani										
13	Henny Kusdiyati										
14	Hesti Wulandari										
15	Irma Yupita Apriliana										
16	Ivana Rizki Aulia										
17	Lufiana Alya Fatika										
18	Maharani Deshinta K.										
19	Maisaroh Dwi Oktaviani										
20	Novia Darmayanti										
21	Novitya Chandra Devi										
22	Noviyanti Wahyuningsih										
23	Riesma Yuanar										
24	Rinawati										
25	Sandra Adina Damayanti										
26	Septiana Artikasari										
27	Siska Amelia										
28	Siti Badriyatul M.										
29	Siti Maisyaroh										
30	Sri Widiyaningrum										
31	Suci Kristanti										
32	Tutut Dyah Suryaningsih										
33	Uut Anggini										
34	Wahyu Candraningsih										
35	Widlia Nada Pramita W.										
36	Winda Ayu Citra M.										
37	Yuni Sita Kusrini										
Jumlah											

LEMBAR OBSERVASI AKTIVITAS BELAJAR

Siklus/ Pertemuan : 1/ 1

Tanggal : 08/ 04/ 2015

Pokok Bahasan : Pasar Uang

No	Nama Siswa	Aspek yang Diamati								Jumlah	%
		1	2	3	4	5	6	7	8		
1	Alyvia Khusnul Khotimah										
2	Annisaa Khusnul Khotimah										
3	Apriali Kustanti										
4	Chandra Wahyuningtyas										
5	Dwi Apriliana										
6	Dwi Novi Sekarsari										
7	Erlin Aprilia Nur Khasanah										
8	Ernawati Puji Rahayu										
9	Erynthia Agustin A.										
10	Evi Kurniawati										
11	Fauziah Khusnullaili										
12	Fitriani										
13	Henny Kusdiyati										
14	Hesti Wulandari										
15	Irma Yupita Apriliana										
16	Ivana Rizki Aulia										
17	Lufiana Alya Fatika										
18	Maharani Deshinta K.										
19	Maisaroh Dwi Oktaviani										
20	Novia Darmayanti										
21	Novitya Chandra Devi										
22	Noviyanti Wahyuningsih										
23	Riesma Yuanar										
24	Rinawati										
25	Sandra Adina Damayanti										
26	Septiana Artikasari										
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29	Siti Maisyaroh										
30	Sri Widiyaningrum										
31	Suci Kristanti										
32	Tutut Dyah Suryaningsih										
33	Uut Anggini										
34	Wahyu Candraningsih										
35	Widlia Nada Pramita W.										
36	Winda Ayu Citra M.										
37	Yuni Sita Kusrini										
Jumlah											

LEMBAR OBSERVASI MOTIVASI BELAJAR

Siklus/ Pertemuan : 2/ 1

Tanggal : 11/ 04/ 2015

Pokok Bahasan : Pasar Modal

No	Nama Siswa	Aspek yang Diamati								Jumlah	%
		1	2	3	4	5	6	7	8		
1	Alyvia Khusnul Khotimah										
2	Annisaa Khusnul Khotimah										
3	Apriali Kustanti										
4	Chandra Wahyuningtyas										
5	Dwi Apriliana										
6	Dwi Novi Sekarsari										
7	Erlin Aprilia Nur Khasanah										
8	Ernawati Puji Rahayu										
9	Erynthia Agustin A.										
10	Evi Kurniawati										
11	Fauziah Khusnullaili										
12	Fitriani										
13	Henny Kusdiyati										
14	Hesti Wulandari										
15	Irma Yupita Apriliana										
16	Ivana Rizki Aulia										
17	Lufiana Alya Fatika										
18	Maharani Deshinta K.										
19	Maisaroh Dwi Oktaviani										
20	Novia Darmayanti										
21	Novitya Chandra Devi										
22	Noviyanti Wahyuningsih										
23	Riesma Yuanar										
24	Rinawati										
25	Sandra Adina Damayanti										
26	Septiana Artikasari										
27	Siska Amelia										
28	Siti Badriyatul M.										
29	Siti Maisyaroh										
30	Sri Widiyaningrum										
31	Suci Kristanti										
32	Tutut Dyah Suryaningsih										
33	Uut Anggini										
34	Wahyu Candraningsih										
35	Widlia Nada Pramita W.										
36	Winda Ayu Citra M.										
37	Yuni Sita Kusrini										
Jumlah											

LEMBAR OBSERVASI AKTIVITAS BELAJAR

Siklus/ Pertemuan : 2/ 1

Tanggal : 11/ 04/ 2015

Pokok Bahasan : Pasar Modal

No	Nama Siswa	Aspek yang Diamati								Jumlah	%
		1	2	3	4	5	6	7	8		
1	Alyvia Khusnul Khotimah										
2	Annisaa Khusnul Khotimah										
3	Apriali Kustanti										
4	Chandra Wahyuningtyas										
5	Dwi Apriliana										
6	Dwi Novi Sekarsari										
7	Erlin Aprilia Nur Khasanah										
8	Ernawati Puji Rahayu										
9	Erynthia Agustin A.										
10	Evi Kurniawati										
11	Fauziah Khusnullaili										
12	Fitriani										
13	Henny Kusdiyati										
14	Hesti Wulandari										
15	Irma Yupita Apriliana										
16	Ivana Rizki Aulia										
17	Lufiana Alya Fatika										
18	Maharani Deshinta K.										
19	Maisaroh Dwi Oktaviani										
20	Novia Darmayanti										
21	Novitya Chandra Devi										
22	Noviyanti Wahyuningsih										
23	Riesma Yuanar										
24	Rinawati										
25	Sandra Adina Damayanti										
26	Septiana Artikasari										
27	Siska Amelia										
28	Siti Badriyatul M.										
29	Siti Maisyaroh										
30	Sri Widiyaningrum										
31	Suci Kristanti										
32	Tutut Dyah Suryaningsih										
33	Uut Anggini										
34	Wahyu Candraningsih										
35	Widlia Nada Pramita W.										
36	Winda Ayu Citra M.										
37	Yuni Sita Kusrini										
Jumlah											

Nama :

Kelas/ No :

ANGKET MOTIVASI BELAJAR AKUNTANSI

A. Petunjuk umum:

Angket ini hanya untuk kepentingan ilmiah dan tidak akan berpengaruh terhadap prestasi Anda di sekolah ini. Silahkan mengisi dengan sejujur-jujurnya dan sebenar-benarnya berdasarkan pikiran Anda dan sesuai yang Anda alami.

1. Tulislah nama dan nomor absen Anda di sudut kanan atas pada lembar jawaban.
2. Bacalah setiap nomor dengan seksama.
3. Jawablah sesuai dengan diri Anda saat ini

B. Petunjuk Khusus:

Tuliskan pendapat anda terhadap setiap pernyataan dengan cara memberikan tanda *check* (√) huruf-huruf pada lembar jawaban sebagai berikut:

SS : Sangat Setuju

S : Setuju

KS : Kurang Setuju

TS : Tidak Setuju

C. Pernyataan Angket Motivasi Belajar Siswa

No	Pernyataan	SS	S	KS	TS
A	Tekun Menghadapi Tugas				
1	Saya bersungguh-sungguh dalam mengerjakan soal akuntansi yang diberikan oleh guru.				
2	Saya mengeluh pada tugas-tugas sekolah yang diberikan oleh guru.				
3	Saya tidak berhenti mengerjakan soal-soal akuntansi jika belum selesai.				
B	Ulet Menghadapi Kesulitan				
4	Saya pantang menyerah dalam menghadapi soal-soal akuntansi yang sulit.				
5	Saya bertanya pada guru atau teman ketika ada materi yang belum saya pahami.				
6	Jika saya belum memahami materi, saya berusaha				

	mencari buku-buku perpustakaan untuk membantu memahami materi tersebut.				
7	Saya merasa kesulitan dalam mengejar ketinggalan materi.				
C	Menunjukkan Minat Terhadap Berbagai Soal				
8	Saya tertarik mengerjakan berbagai jenis soal dengan cermat.				
9	Saya malas mengerjakan berbagai jenis soal yang diberikan guru.				
10	Saya mau mengerjakan berbagai jenis soal namun kurang teliti.				
D	Lebih Senang Belajar Mandiri				
11	Saya senang jika dapat membantu teman saat ujian.				
12	Saya mengerjakan kuis individual saya tanpa bantuan siapapun.				
13	Saya kadang bertanya pada teman saat mengerjakan kuis karena saya tidak percaya diri dengan pekerjaan saya sendiri.				
14	Saya senang ketika guru memberikan kuis secara individual karena memacu saya untuk giat belajar.				
E	Cepat Bosan Pada Tugas-tugas Rutin				
15	Saya merasa jenuh dengan tugas-tugas rutin.				
16	Saya terdorong untuk menyelesaikan tugas-tugas yang lebih menantang.				
17	Saya merasa bosan dengan tugas-tugas yang lebih menantang.				
F	Dapat Mempertahankan Pendapatnya				
18	Jika hasil pekerjaan saya berbeda dengan teman, saya akan membuktikan bahwa jawaban saya benar.				
19	Saya merasa malu berpendapat dalam diskusi karena takut salah.				
20	Saya aktif memberikan pendapat dalam diskusi.				

21	Saya tetap menyampaikan pendapat saya walaupun ada pendapat dari teman lain yang berbeda.				
G	Tidak Mudah Melepaskan Hal yang Diyakini				
22	Saya merasa yakin dengan apa yang saya kerjakan dibandingkan mencontek pekerjaan teman.				
23	Saya yakin dengan berlatih mengerjakan soal akuntansi akan membuat saya lebih memahami akuntansi.				
24	Saya ragu-ragu ketika saya menjawab soal akuntansi yang sulit.				
H	Senang Mencari dan Memecahkan Soal-Soal				
25	Saya merasa bisa mengerjakan soal-soal akuntansi				
26	Saya berusaha mencari dan mengerjakan soal akuntansi meskipun tidak disuruh oleh guru.				
27	Saya hanya mengerjakan soal-soal penugasan yang diberikan oleh guru saja.				
28	Jika saya mampu mengerjakan soal akuntansi yang mudah, selanjutnya saya ingin mengerjakan soal yang lebih sulit.				

Nama :

Kelas/ No :

ANGKET AKTIVITAS BELAJAR AKUNTANSI

A. Petunjuk umum:

Angket ini hanya untuk kepentingan ilmiah dan tidak akan berpengaruh terhadap prestasi Anda di sekolah ini. Silahkan mengisi dengan sejujur-jujurnya dan sebenar-benarnya berdasarkan pikiran Anda dan sesuai yang Anda alami.

1. Tulislah nama dan nomor absen Anda di sudut kanan atas pada lembar jawaban.
2. Bacalah setiap nomor dengan seksama.
3. Jawablah sesuai dengan diri Anda saat ini

B. Petunjuk Khusus:

Tuliskan pendapat anda terhadap setiap pernyataan dengan cara memberikan tanda *check* (√) huruf-huruf pada lembar jawaban sebagai berikut:

SS : Sangat Setuju

S : Setuju

KS : Kurang Setuju

TS : Tidak Setuju

C. Pernyataan Angket Aktivitas Belajar Siswa

No	Pernyataan	SS	S	KS	TS
A.	Membaca Materi Pelajaran				
1.	Saya membaca materi terlebih dahulu sebelum proses belajar mengajar berlangsung.				
2	Saya membaca buku atau artikel di internet yang berhubungan dengan akuntansi.				
3	Saya hanya membaca materi pelajaran apabila disuruh oleh guru.				
B.	Bertanya Tentang Materi yang Belum Dipahami				
4	Saya mengajukan pertanyaan setiap ada materi yang tidak saya pahami.				
5	Saya bertukar informasi dengan teman untuk menambah pengetahuan mengenai materi yang akan				

	dibahas.				
6	Saya merasa terganggu apabila ada teman yang bertanya tentang materi pelajaran.				
7	Saya tidak pernah bertanya pada guru atau teman walaupun saya belum memahami materi.				
C.	Menanggapi atau Mengemukakan Pendapat Selama Kegiatan Belajar Berlangsung				
8	Saya sering menyampaikan pendapat baik dalam diskusi kelompok maupun saat pembelajaran biasa.				
9	Saya memperhatikan pendapat yang disampaikan oleh teman dengan baik.				
10	Saya berani meluruskan jawaban apabila teman di kelas menyampaikan pendapat yang kurang tepat.				
11	Saya merasa acuh tak acuh apabila ada teman yang menyampaikan pendapat di kelas.				
D.	Memperhatikan Penjelasan Guru				
12	Saya fokus memperhatikan penjelasan guru ketika guru menyampaikan materi pelajaran.				
13	Saya melakukan kegiatan lain diluar pembelajaran saat guru sedang menyampaikan materi pelajaran.				
E.	Mencatat Materi Pelajaran				
14	Saya selalu membuat catatan/ ringkasan setiap pembelajaran				
15	Saya malas mencatat/ membuat ringkasan karena materinya terlalu banyak				
16	Saya hanya mencatat materi pelajaran saat disuruh oleh guru.				
F	Bekerjasama Mengerjakan Tugas dalam Kelompok				
17	Saya senang mengerjakan tugas atau kasus secara berkelompok.				
18	Saya lebih bisa memahami materi apabila mengerjakan tugas atau kasus secara berkelompok.				

19	Saya merasa mengerjakan tugas secara individual lebih mudah dibanding mengerjakan tugas secara kelompok.				
G	Memiliki Kepedulian Terhadap Sesama Anggota Tim dalam Memahami Materi Akuntansi				
20	Saya senang membantu teman sekelompok untuk menguasai materi pelajaran.				
21	Saya tidak peduli dengan anggota kelompok yang belum memahami materi.				
H	Melakukan Diskusi dengan Sesama Anggota Kelompok Untuk Memecahkan Masalah				
22	Saya senang dengan pelajaran yang di dalamnya melakukan diskusi untuk memecahkan masalah.				
23	Saya merasa lebih mudah dalam mengerjakan tugas jika saya berdiskusi dengan teman.				
24	Saya tidak suka melakukan diskusi kelompok karena membosankan.				

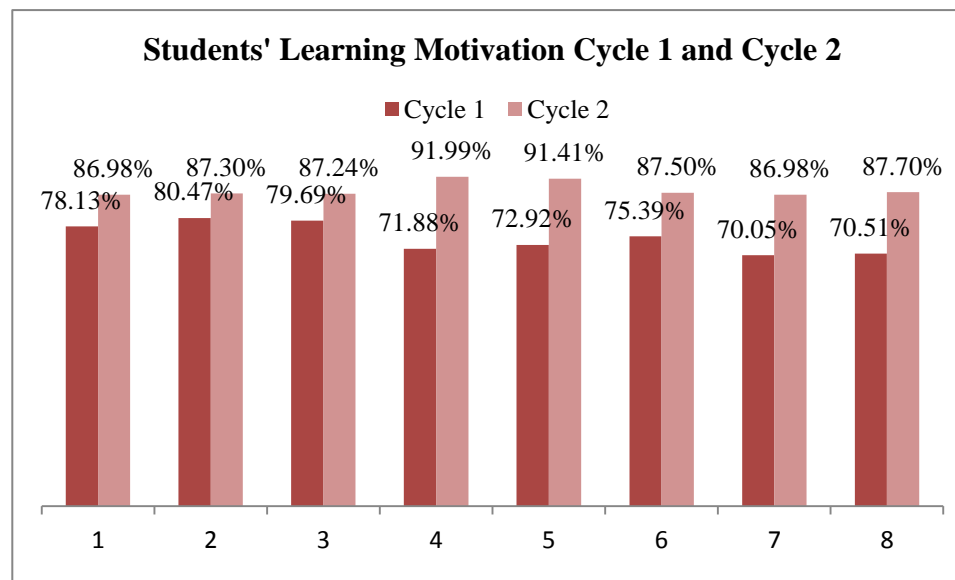
Hasil Angket Motivasi Belajar Siswa Kelas XI Ak 2 SMKN 1 Klaten Siklus 1

No Siswa	Pernyataan																												Jumlah	%	Keterangan			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28						
1	3	2	3	2	3	2	3	1	3	2	2	3	3	3	2	3	2	3	2	3	2	1	2	3	3	3	2	3	69	61,61%	BELUM TERCAPAI			
2	1	3	3	3	1	2	1	3	3	3	3	2	3	3	3	2	2	2	3	2	2	2	3	3	2	3	2	3	68	60,71%	BELUM TERCAPAI			
3	1	2	2	3	2	3	2	2	2	2	3	3	2	2	3	2	3	3	3	3	2	2	1	3	2	1	3	3	65	58,04%	BELUM TERCAPAI			
4	1	2	2	3	2	1	3	2	2	3	2	4	3	3	3	2	1	3	2	2	2	3	2	3	3	2	3	3	67	59,82%	BELUM TERCAPAI			
5	4	3	4	3	3	4	3	3	4	3	3	4	2	2	2	3	3	4	4	4	4	3	2	2	3	2	3	3	87	77,68%	TERCAPAI			
6	1	2	2	2	1	2	2	2	1	2	3	3	1	3	2	3	2	3	3	2	3	3	2	3	3	2	4	2	64	57,14%	BELUM TERCAPAI			
7	2	3	2	2	2	4	3	2	2	3	2	1	1	3	1	2	3	1	2	2	2	2	4	2	2	3	2	2	62	55,36%	BELUM TERCAPAI			
8	3	3	4	4	3	4	3	4	2	2	3	3	4	3	3	4	2	3	3	4	4	2	3	3	2	2	2	3	85	75,89%	TERCAPAI			
9	3	2	3	2	3	2	2	1	2	2	3	2	3	4	2	2	2	3	3	2	3	3	2	3	3	2	3	2	69	61,61%	BELUM TERCAPAI			
10	3	3	2	3	3	4	4	2	2	2	4	3	3	3	3	3	3	2	4	3	3	3	4	3	3	3	3	3	84	75,00%	TERCAPAI			
11	4	3	2	3	3	3	4	3	2	3	2	3	3	3	3	4	2	4	3	2	3	3	4	2	3	4	3	3	84	75,00%	TERCAPAI			
12	2	2	3	3	3	2	3	2	1	2	1	2	2	2	3	3	1	3	3	2	2	3	1	3	3	3	3	3	66	58,93%	BELUM TERCAPAI			
13	3	2	2	3	3	2	1	2	3	3	1	3	1	3	2	3	3	3	2	3	3	4	4	2	3	2	2	3	71	63,39%	BELUM TERCAPAI			
14	4	3	2	4	3	2	2	4	3	2	2	1	3	2	2	2	2	4	2	3	2	1	1	2	2	3	2	2	67	59,82%	BELUM TERCAPAI			
15	2	2	3	4	4	3	4	2	2	3	3	3	2	2	4	2	3	4	2	2	3	3	1	1	3	1	1	1	70	62,50%	BELUM TERCAPAI			
16	4	2	3	4	2	4	3	3	2	3	2	2	1	3	2	2	3	2	2	2	1	3	3	3	3	2	3	1	70	62,50%	BELUM TERCAPAI			
17	2	3	4	3	4	3	3	2	3	3	1	2	2	3	4	2	3	3	3	3	2	2	2	3	1	1	1	1	69	61,61%	BELUM TERCAPAI			
18	3	2	3	2	3	3	3	3	3	3	1	1	3	3	1	3	2	2	2	3	1	3	2	2	2	2	3	3	67	59,82%	BELUM TERCAPAI			
19	4	4	2	3	3	2	2	2	3	3	4	2	4	2	2	4	3	3	3	4	3	3	4	3	2	2	4	4	84	75,00%	TERCAPAI			
20	4	2	3	4	3	3	2	4	3	3	3	3	3	2	3	3	3	4	3	4	3	3	4	3	3	2	3	3	86	76,79%	TERCAPAI			
21	3	3	3	4	3	4	2	3	3	3	2	1	1	1	2	2	2	3	2	2	3	2	2	1	1	3	2	4	67	59,82%	BELUM TERCAPAI			
22	2	3	2	3	2	3	3	3	2	3	3	2	3	3	2	2	3	2	3	2	3	2	3	2	1	1	3	2	68	60,71%	BELUM TERCAPAI			
23	3	3	4	3	3	3	3	4	3	4	3	3	2	4	3	3	3	4	3	3	3	3	4	3	3	3	2	1	86	76,79%	TERCAPAI			
24	2	3	3	3	2	2	4	3	4	3	3	2	3	3	1	3	2	3	2	2	2	1	1	2	1	2	1	3	66	58,93%	BELUM TERCAPAI			
25	2	2	2	3	4	3	3	4	3	2	2	2	1	3	2	3	3	3	3	3	3	2	2	2	1	2	2	1	68	60,71%	BELUM TERCAPAI			
26	4	4	3	4	4	2	2	3	4	4	2	2	3	3	3	3	3	3	3	3	1	4	4	3	4	3	3	3	87	77,68%	TERCAPAI			
27	4	4	2	3	3	3	2	4	3	4	1	2	1	1	3	2	3	3	3	4	2	1	1	3	1	2	1	3	69	61,61%	BELUM TERCAPAI			
28	3	2	4	2	2	3	3	4	3	3	1	1	1	2	4	3	3	3	1	3	3	1	1	3	1	3	1	3	67	59,82%	BELUM TERCAPAI			
29	3	3	3	3	3	2	3	3	3	3	3	3	3	2	3	2	3	1	2	1	1	3	3	1	2	2	3	3	70	62,50%	BELUM TERCAPAI			
30	3	2	3	3	2	3	2	2	4	4	4	3	3	4	4	4	3	3	4	3	3	4	2	3	3	3	3	3	87	77,68%	TERCAPAI			
31	2	1	2	2	3	3	3	2	2	2	3	3	3	3	1	3	2	3	3	3	3	3	1	1	1	3	2	3	4	67	59,82%	BELUM TERCAPAI		
32	3	3	3	3	2	3	3	3	3	2	1	2	3	3	3	3	2	3	1	1	3	3	1	1	3	2	2	3	68	60,71%	BELUM TERCAPAI			
33	4	3	2	3	3	2	3	4	3	4	4	3	3	3	2	2	4	3	2	3	3	4	4	2	3	2	4	4	85	75,89%	TERCAPAI			
34	2	3	4	3	4	3	3	4	3	3	3	2	2	3	2	2	2	1	3	1	2	3	2	3	2	2	2	2	71	63,39%	BELUM TERCAPAI			
35	3	2	3	2	3	3	3	3	3	3	4	4	3	2	2	1	2	2	2	1	1	3	2	1	1	2	3	3	67	59,82%	BELUM TERCAPAI			
36	4	4	2	3	3	2	3	3	3	3	3	2	3	2	2	2	3	2	1	2	1	1	1	3	2	3	3	4	70	62,50%	BELUM TERCAPAI			
37	1	2	2	1	2	3	2	1	2	3	2	3	1	2	1	2	3	4	3	4	3	1	3	3	3	2	3	3	65	58,04%	BELUM TERCAPAI			
Jumlah	102	97	101	108	102	102	100	102	99	105	91	91	88	98	90	96	94	105	95	96	90	90	88	91	85	84	92	100						
Skor max	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128						
%	79,69%	75,78%	78,91%	84,38%	79,69%	79,69%	78,13%	79,69%	77,34%	82,03%	71,09%	71,09%	68,75%	76,56%	70,31%	75,00%	73,44%	82,03%	74,22%	75,00%	70,31%	70,31%	68,75%	71,09%	66,41%	65,63%	71,88%	78,13%						
Indikator	1		2					3				4				5				6				7				8				74,88%		
Rata-Rata	78,13%		80,47%					79,69%				71,88%				72,92%				75,39%				70,05%				70,51%						

Hasil Angket Motivasi Belajar Siswa Kelas XI Ak 2 SMKN 1 Klaten Siklus 2

No Siswa	Pernyataan																												Jumlah	%	Keterangan
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			
1	3	3	3	4	4	4	4	2	2	3	2	4	4	3	3	3	3	2	2	3	4	2	4	3	3	3	2	2	84	75,00%	TERCAPAI
2	3	2	3	3	4	3	2	2	2	3	4	4	4	3	3	3	3	2	2	3	3	4	4	4	3	3	3	3	85	75,89%	TERCAPAI
3	4	4	2	3	4	3	3	2	3	4	4	3	2	3	2	3	3	2	3	4	3	3	2	2	4	3	3	3	84	75,00%	TERCAPAI
4	3	4	3	4	3	3	3	3	3	2	2	2	2	3	4	4	3	2	2	3	2	3	4	4	4	4	3	4	86	76,79%	TERCAPAI
5	3	4	3	3	3	3	4	4	3	3	4	4	4	4	3	3	3	2	3	3	4	4	3	3	3	3	4	4	94	83,93%	TERCAPAI
6	4	3	2	4	2	3	3	4	3	3	3	2	1	4	4	3	4	4	3	4	3	4	3	2	3	3	2	2	85	75,89%	TERCAPAI
7	4	3	3	2	3	3	2	2	3	4	3	3	3	2	4	3	3	2	4	3	3	3	4	4	3	4	3	2	85	75,89%	TERCAPAI
8	4	3	3	3	4	3	2	3	3	2	3	4	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3	87	77,68%	TERCAPAI
9	3	3	2	4	3	3	3	3	2	2	3	3	3	3	3	3	2	3	3	4	3	3	2	3	2	3	3	3	80	71,43%	BELUM TERCAPAI
10	4	4	2	3	4	3	4	4	4	3	4	4	4	4	2	2	3	3	3	3	3	3	2	3	3	2	2	2	87	77,68%	TERCAPAI
11	4	4	4	4	4	3	2	2	4	3	3	4	4	4	4	3	4	3	2	2	3	2	4	3	2	2	2	2	87	77,68%	TERCAPAI
12	4	3	4	3	3	2	4	4	3	3	3	4	3	4	4	3	3	3	3	4	3	2	2	2	3	2	3	2	87	77,68%	TERCAPAI
13	4	3	4	4	4	3	3	3	3	3	3	3	3	4	2	2	4	3	2	3	3	3	2	3	4	3	2	2	85	75,89%	TERCAPAI
14	3	3	3	2	4	4	2	4	4	3	2	4	4	3	4	3	3	4	3	3	3	3	3	3	2	3	2	2	86	76,79%	TERCAPAI
15	4	3	3	4	2	3	4	2	4	3	3	4	3	3	3	4	2	4	4	4	4	2	2	2	2	2	2	2	84	75,00%	TERCAPAI
16	4	3	3	4	2	3	4	2	3	4	4	4	4	3	3	3	2	3	4	3	2	3	2	2	3	2	3	3	85	75,89%	TERCAPAI
17	4	3	3	2	2	3	3	4	2	2	3	4	3	2	4	4	3	4	3	4	2	2	2	2	4	2	4	4	84	75,00%	TERCAPAI
18	4	4	3	3	2	3	3	3	2	3	3	3	3	3	3	3	2	4	4	4	3	2	2	4	2	2	4	4	85	75,89%	TERCAPAI
19	4	4	2	3	3	3	4	2	4	4	3	4	3	3	4	4	3	2	3	2	2	2	4	3	1	4	3	4	87	77,68%	TERCAPAI
20	3	4	2	3	2	4	4	2	3	3	3	3	3	3	3	2	3	4	3	2	4	3	4	3	3	3	3	4	86	76,79%	TERCAPAI
21	4	4	3	4	4	2	2	2	2	3	3	3	3	3	3	2	3	3	3	2	4	4	4	3	4	3	3	3	86	76,79%	TERCAPAI
22	4	2	3	2	3	1	3	3	2	3	4	3	4	3	3	3	3	3	2	3	4	4	4	3	3	3	4	3	85	75,89%	TERCAPAI
23	3	2	3	4	4	3	4	4	4	3	4	3	3	3	3	3	3	3	4	4	4	3	4	3	3	3	4	3	94	83,93%	TERCAPAI
24	3	2	3	2	4	3	2	3	2	2	2	2	3	4	4	3	4	4	4	4	3	4	3	3	3	3	3	3	85	75,89%	TERCAPAI
25	2	1	2	2	2	3	2	4	2	2	3	3	2	4	4	4	3	4	3	4	3	2	2	2	4	3	3	3	79	70,54%	BELUM TERCAPAI
26	2	2	3	3	3	4	4	3	3	3	4	4	3	4	3	3	4	3	4	4	4	4	4	3	3	4	3	3	94	83,93%	TERCAPAI
27	3	2	3	3	3	2	3	2	4	4	3	2	3	3	4	3	4	4	3	3	2	2	2	2	3	4	4	4	84	75,00%	TERCAPAI
28	2	3	3	3	2	2	2	2	3	3	3	2	2	3	4	3	3	4	3	3	3	4	4	4	4	3	3	4	84	75,00%	TERCAPAI
29	3	4	3	2	2	3	2	4	4	3	3	4	3	3	3	3	3	3	3	3	3	2	2	3	4	3	3	3	84	75,00%	TERCAPAI
30	3	3	3	4	3	2	3	4	4	3	3	4	4	4	3	4	4	4	4	4	3	3	3	3	4	3	4	3	96	85,71%	TERCAPAI
31	4	3	3	3	2	3	2	4	3	4	2	3	3	2	4	3	3	2	2	2	2	3	3	4	4	4	3	4	84	75,00%	TERCAPAI
32	4	3	3	4	4	4	3	3	3	3	4	4	4	2	4	4	4	2	2	2	3	2	2	2	3	2	2	3	85	75,89%	TERCAPAI
33	2	3	3	2	4	3	4	3	2	3	3	4	3	2	3	3	4	2	2	2	3	2	3	4	4	4	4	3	85	75,89%	TERCAPAI
34	2	2	2	3	3	3	3	4	4	3	2	4	3	3	3	3	2	2	3	2	4	3	2	4	4	3	4	4	84	75,00%	TERCAPAI
35	1	3	3	4	4	3	2	4	3	3	2	3	3	3	2	2	4	2	2	3	2	4	4	3	2	3	3	2	79	70,54%	BELUM TERCAPAI
36	2	2	2	2	2	3	4	2	3	4	4	4	3	4	2	3	4	3	3	2	3	3	3	4	4	4	2	3	84	75,00%	TERCAPAI
37	2	2	3	2	2	3	3	2	4	4	3	2	3	4	4	3	3	3	3	2	3	3	4	3	3	4	3	3	84	75,00%	TERCAPAI
Jumlah	119	110	105	114	113	109	111	110	112	113	114	124	115	118	121	113	117	111	109	114	114	109	111	114	115	112	111	111			
Skor max	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128			
%	92,97%	85,94%	82,03%	89,06%	88,28%	85,16%	86,72%	85,94%	87,50%	88,28%	89,06%	96,88%	89,84%	92,19%	94,53%	88,28%	91,41%	86,72%	85,16%	89,06%	89,06%	85,16%	86,72%	89,06%	89,84%	87,50%	86,72%	86,72%			
Indikator	1				2				3				4			5			6			7			8				88,39%		
Rata-Rata	86,98%				87,30%				87,24%				91,99%			91,41%			87,50%			86,98%			87,70%						

Indicators Average of Students' Learning Motivation	
Cycle 1	Cycle 2
78,13%	86,98%
80,47%	87,30%
79,69%	87,24%
71,88%	91,99%
72,92%	91,41%
75,39%	87,50%
70,05%	86,98%
70,51%	87,70%



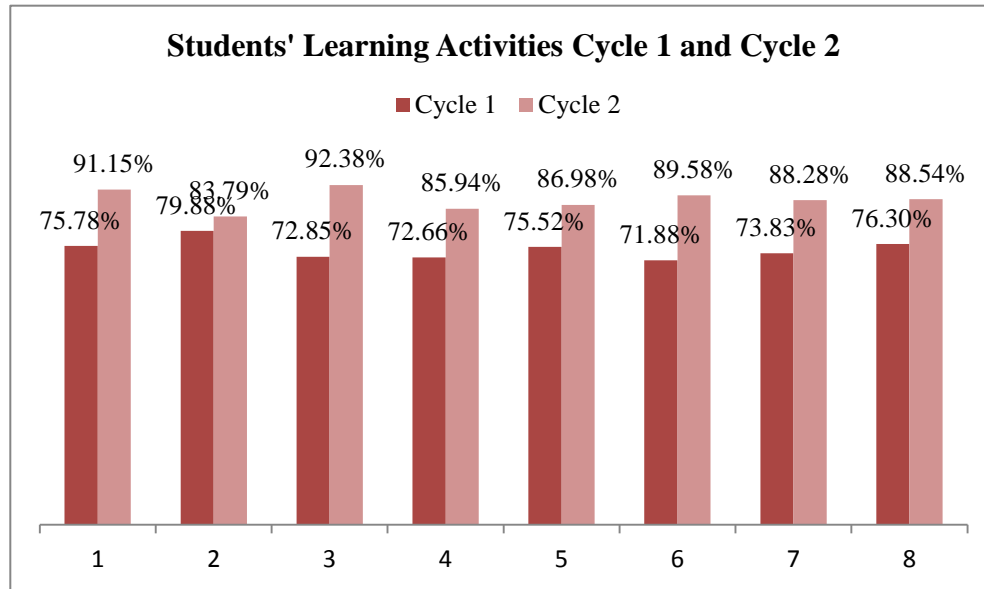
Hasil Angket Aktivitas Belajar Siswa Kelas XI Ak 2 SMKN 1 Klaten Siklus 1

No Siswa																									Jumlah	%	Keterangan	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24				
1	3	2	2	2	1	3	2	2	2	1	2	1	2	3	4	3	3	3	3	4	3	3	4	3	61	63,54%	BELUM TERCAPAI	
2	2	2	3	3	2	3	4	3	1	2	1	2	3	4	1	3	3	2	2	2	3	2	2	2	57	59,38%	BELUM TERCAPAI	
3	2	2	2	3	3	4	3	3	1	2	3	1	3	1	3	3	2	3	2	3	4	3	2	3	61	63,54%	BELUM TERCAPAI	
4	2	3	3	2	3	3	3	2	1	2	1	3	3	3	3	2	3	3	3	1	3	2	2	2	59	61,46%	BELUM TERCAPAI	
5	3	4	3	3	4	4	3	4	3	4	3	3	2	3	3	3	2	3	3	3	3	3	3	3	75	78,13%	TERCAPAI	
6	2	1	2	3	3	3	3	4	3	3	2	2	2	3	3	2	3	4	3	3	3	3	1	2	62	64,58%	BELUM TERCAPAI	
7	1	3	3	2	3	3	2	2	1	2	2	3	2	3	2	4	2	2	2	3	2	2	3	3	57	59,38%	BELUM TERCAPAI	
8	3	3	3	3	3	3	4	2	2	2	2	4	4	4	3	3	3	3	3	3	3	2	3	4	72	75,00%	TERCAPAI	
9	3	2	2	2	3	3	3	1	1	2	2	3	3	3	3	2	3	2	3	4	3	3	2	2	60	62,50%	BELUM TERCAPAI	
10	3	2	2	4	3	3	3	3	1	2	1	2	3	2	3	3	2	4	3	3	3	1	3	3	62	64,58%	BELUM TERCAPAI	
11	4	3	3	3	3	3	3	2	1	2	2	4	3	4	3	3	3	3	3	3	3	4	3	4	72	75,00%	TERCAPAI	
12	2	1	2	3	2	3	3	2	1	3	3	2	2	3	3	3	3	1	2	3	3	3	4	3	60	62,50%	BELUM TERCAPAI	
13	2	3	2	2	3	3	2	2	2	2	4	2	1	3	3	4	2	1	2	3	2	3	3	3	59	61,46%	BELUM TERCAPAI	
14	3	1	2	2	3	3	3	2	2	2	2	1	2	3	3	3	1	3	3	3	2	3	3	3	58	60,42%	BELUM TERCAPAI	
15	3	2	1	3	2	2	3	2	2	2	3	3	4	3	2	1	2	1	3	3	3	3	3	1	57	59,38%	BELUM TERCAPAI	
16	3	3	2	3	3	3	2	2	3	2	2	3	3	4	3	1	3	3	2	2	3	2	2	1	60	62,50%	BELUM TERCAPAI	
17	2	3	3	3	3	2	3	3	2	2	1	2	1	3	1	2	2	2	3	2	3	4	4	3	59	61,46%	BELUM TERCAPAI	
18	3	1	2	2	2	2	1	3	4	3	4	2	2	2	2	3	3	3	3	2	3	2	3	3	60	62,50%	BELUM TERCAPAI	
19	3	2	2	3	4	3	4	4	4	4	3	2	3	2	2	2	4	4	3	3	3	3	3	2	72	75,00%	TERCAPAI	
20	3	1	2	3	3	2	3	2	3	2	3	3	2	3	2	3	1	1	2	3	2	3	3	3	58	60,42%	BELUM TERCAPAI	
21	2	3	3	3	2	3	1	3	2	2	3	3	3	1	3	2	2	2	1	3	3	3	2	4	59	61,46%	BELUM TERCAPAI	
22	3	2	1	4	1	3	1	3	3	3	2	4	2	3	2	3	2	3	2	3	3	3	2	2	60	62,50%	BELUM TERCAPAI	
23	2	3	3	2	3	3	4	4	4	3	3	3	2	4	4	4	2	3	3	3	2	3	3	3	73	76,04%	TERCAPAI	
24	3	2	2	3	3	2	2	3	4	4	2	3	1	2	1	3	3	3	3	2	2	3	1	2	59	61,46%	BELUM TERCAPAI	
25	1	1	2	3	2	3	4	3	3	1	3	3	3	3	2	3	3	1	2	3	2	3	2	3	59	61,46%	BELUM TERCAPAI	
26	4	4	4	4	3	3	3	3	4	4	4	2	2	2	3	3	3	3	2	3	3	2	2	4	74	77,08%	TERCAPAI	
27	2	4	4	4	2	3	2	3	2	2	3	2	3	2	3	1	1	4	4	3	1	2	2	3	61	63,54%	BELUM TERCAPAI	
28	3	2	4	3	3	2	3	2	2	3	3	2	3	2	1	3	3	1	1	2	2	3	3	4	60	62,50%	BELUM TERCAPAI	
29	3	4	3	3	3	3	2	3	3	2	4	2	2	1	3	3	3	3	2	2	1	2	2	1	60	62,50%	BELUM TERCAPAI	
30	4	3	4	3	3	3	2	3	2	3	3	3	4	3	4	4	3	3	2	3	3	4	3	3	75	78,13%	TERCAPAI	
31	3	3	4	3	3	1	3	2	3	2	3	2	1	3	3	2	3	3	3	1	2	2	3	2	60	62,50%	BELUM TERCAPAI	
32	2	3	3	3	2	3	2	3	4	2	3	2	1	2	2	3	2	1	2	3	1	4	3	3	59	61,46%	BELUM TERCAPAI	
33	3	4	3	3	4	2	2	3	4	2	3	3	3	3	2	1	4	3	3	3	3	3	4	4	72	75,00%	TERCAPAI	
34	3	3	2	2	3	3	3	2	4	2	4	3	2	2	2	2	2	1	3	3	2	3	1	2	59	61,46%	BELUM TERCAPAI	
35	3	3	2	3	2	2	3	2	4	2	3	3	4	1	2	3	2	2	3	1	1	3	1	2	57	59,38%	BELUM TERCAPAI	
36	3	3	4	3	3	3	3	2	3	2	3	3	3	2	3	3	1	3	1	2	3	2	1	2	61	63,54%	BELUM TERCAPAI	
37	4	3	3	3	3	2	3	3	4	2	3	2	3	3	2	2	2	1	2	2	1	2	2	1	58	60,42%	BELUM TERCAPAI	
Jumlah	100	94	97	104	102	101	102	93	96	86	98	95	91	100	92	98	94	91	91	98	91	100	95	98	74,84%			
Skor max	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128				
%	78,13%	73,44%	75,78%	81,25%	79,69%	78,91%	79,69%	72,66%	75,00%	67,19%	76,56%	74,22%	71,09%	78,13%	71,88%	76,56%	73,44%	71,09%	71,09%	76,56%	71,09%	78,13%	74,22%	76,56%				
Indikator	1			2				3				4			5			6			7		8					
Rata-Rata	75,78%			79,88%				72,85%				72,66%			75,52%			71,88%			73,83%		76,30%					

Hasil Angket Aktivitas Belajar Siswa Kelas XI Ak 2 SMKN 1 Klaten Siklus 2

No Siswa																									Jumlah	%	Keterangan						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24									
1	4	3	4	3	2	3	2	3	4	4	4	2	2	3	4	4	3	2	3	4	4	2	4	2	75	78,13%	TERCAPAI						
2	4	3	4	3	3	2	2	3	2	3	2	2	3	4	4	4	2	2	2	3	4	3	2	2	68	70,83%	BELUM TERCAPAI						
3	3	3	3	4	3	2	2	3	3	3	3	4	3	3	4	3	4	3	2	2	4	4	2	3	4	74	77,08%	TERCAPAI					
4	3	2	4	3	2	2	2	4	4	3	3	2	3	4	4	4	2	3	3	4	3	2	3	4	73	76,04%	TERCAPAI						
5	4	3	4	3	2	2	3	2	2	3	2	4	2	3	3	4	4	3	2	4	3	4	3	3	72	75,00%	TERCAPAI						
6	4	3	3	3	2	2	3	3	3	4	4	3	4	4	2	2	4	2	4	4	4	3	2	3	74	77,08%	TERCAPAI						
7	2	4	4	3	2	2	2	3	3	4	4	3	4	3	3	2	3	3	4	2	3	3	3	4	3	72	75,00%	TERCAPAI					
8	2	3	3	3	2	2	2	2	3	4	4	4	3	4	2	3	3	3	4	4	3	3	4	4	3	74	77,08%	TERCAPAI					
9	4	3	3	3	3	3	2	2	3	4	3	4	3	4	4	2	4	4	2	4	2	2	4	2	2	73	76,04%	TERCAPAI					
10	2	2	4	4	4	4	4	2	3	2	3	4	4	3	3	4	4	3	3	3	3	3	3	4	78	81,25%	TERCAPAI						
11	4	3	3	3	2	3	3	2	2	2	3	3	4	4	3	2	3	4	3	3	4	3	4	3	2	72	75,00%	TERCAPAI					
12	2	3	2	3	3	2	2	4	4	3	3	4	4	3	2	3	2	4	3	4	3	2	3	4	72	75,00%	TERCAPAI						
13	4	3	3	2	3	2	3	3	3	3	3	2	4	2	3	4	4	2	4	3	3	4	3	3	4	74	77,08%	TERCAPAI					
14	4	4	4	4	2	3	2	3	2	3	3	4	3	2	3	4	4	2	4	2	3	4	3	3	4	73	76,04%	TERCAPAI					
15	4	2	4	2	2	2	2	3	3	3	2	4	3	3	4	2	2	3	3	4	3	4	4	4	3	72	75,00%	TERCAPAI					
16	2	2	4	4	3	4	4	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	4	3	74	77,08%	TERCAPAI						
17	2	3	3	4	3	3	3	3	4	3	3	3	4	2	2	3	3	2	3	3	3	3	4	3	72	75,00%	TERCAPAI						
18	4	4	2	2	2	2	3	4	4	3	4	2	3	2	3	4	3	3	3	4	3	2	4	3	73	76,04%	TERCAPAI						
19	4	2	3	2	2	2	2	4	3	3	4	4	4	2	2	4	4	3	4	2	3	3	4	4	74	77,08%	TERCAPAI						
20	2	3	3	2	3	2	3	3	4	3	4	4	3	3	2	2	4	3	4	2	4	3	3	4	73	76,04%	TERCAPAI						
21	3	3	4	2	2	2	2	3	4	2	3	2	4	3	4	3	3	3	4	4	4	3	3	4	74	77,08%	TERCAPAI						
22	4	3	4	2	2	2	2	4	3	3	3	3	4	4	3	4	3	2	3	2	3	3	3	4	73	76,04%	TERCAPAI						
23	2	2	2	3	4	4	3	4	4	3	3	4	4	3	4	4	3	4	3	2	3	3	3	4	3	79	82,29%	TERCAPAI					
24	3	2	3	3	4	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	2	2	3	3	68	70,83%	BELUM TERCAPAI						
25	4	4	4	4	4	3	3	4	3	3	2	4	2	2	2	2	4	3	3	3	2	3	3	2	73	76,04%	TERCAPAI						
26	2	2	3	4	3	4	4	3	4	3	4	4	3	3	3	4	4	4	3	3	3	4	4	3	81	84,38%	TERCAPAI						
27	4	3	4	3	4	4	4	4	2	4	2	2	2	2	3	2	4	4	4	3	3	2	2	3	72	75,00%	TERCAPAI						
28	4	3	4	4	4	4	4	3	2	3	3	2	2	3	2	4	3	4	3	2	3	2	2	3	73	76,04%	TERCAPAI						
29	4	3	3	4	3	3	1	2	4	2	3	2	2	2	2	3	3	4	3	4	4	4	3	4	72	75,00%	TERCAPAI						
30	3	3	3	4	4	3	3	3	4	2	3	4	4	4	4	4	4	4	4	3	3	3	3	4	83	86,46%	TERCAPAI						
31	4	4	3	4	4	4	3	4	3	4	4	4	2	2	3	2	4	2	3	3	3	2	2	3	74	77,08%	TERCAPAI						
32	3	2	3	3	4	4	3	4	3	3	4	2	3	2	4	3	2	2	3	3	4	4	2	3	73	76,04%	TERCAPAI						
33	4	4	2	3	3	4	3	4	4	3	4	3	2	4	2	4	3	3	3	2	2	2	2	3	73	76,04%	TERCAPAI						
34	4	2	3	3	3	4	4	4	3	3	4	2	2	2	2	4	4	2	4	2	2	3	2	4	72	75,00%	TERCAPAI						
35	2	3	3	3	3	4	3	3	4	3	4	2	2	3	2	2	4	3	2	2	3	3	3	2	68	70,83%	BELUM TERCAPAI						
36	3	3	4	4	4	4	2	3	4	2	3	2	2	3	4	2	3	3	4	2	2	3	3	4	73	76,04%	TERCAPAI						
37	4	3	3	4	3	3	4	4	4	3	3	2	2	3	3	3	2	3	3	2	3	4	3	2	73	76,04%	TERCAPAI						
Jumlah	121	107	122	110	108	108	103	118	126	108	121	111	109	108	105	121	118	110	116	110	116	110	112	118									
Skor max	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128	128									
%	94,53%	83,59%	95,31%	85,94%	84,38%	84,38%	80,47%	92,19%	98,44%	84,38%	94,53%	86,72%	85,16%	84,38%	82,03%	94,53%	92,19%	85,94%	90,63%	85,94%	90,63%	85,94%	87,50%	92,19%									
Indikator	1			2				3				4				5				6				7				8				88,33%	
Rata-Rata	91,15%			83,79%				92,38%				85,94%				86,98%				89,58%				88,28%				88,54%					

Indicators Average of Students' Learning Activities	
Cycle 1	Cycle 2
75,78%	91,15%
79,88%	83,79%
72,85%	92,38%
72,66%	85,94%
75,52%	86,98%
71,88%	89,58%
73,83%	88,28%
76,30%	88,54%



Hasil Analisis Motivasi Belajar Siswa Siklus 1
Kelas XI Akuntansi 2 SMK N 1 Klaten
Tahun Ajaran 2014/ 2015

No.	Nama	Aspek Motivasi Belajar Yang Diamati								Jumlah Skor	Presentase Individu (%)
		1	2	3	4	5	6	7	8		
Tim A											
1	Alyvia Khusnul Khotimah	4	3	1	1	2	2	1	4	18	56,25
2	Annisaa Khusnul Khotimah	3	2	2	3	2	4	3	1	20	62,50
3	Apriali Kustanti	1	4	2	3	2	1	2	3	18	56,25
4	Chandra Wahyuningtyas	2	2	2	3	2	3	2	1	17	53,13
5	Dwi Apriliana	4	3	3	2	3	3	4	3	25	78,13
Tim B											
6	Dwi Novi Sekarsari	2	2	2	3	1	2	4	1	17	53,13
7	Erlin Aprilia Nur Khasanah	3	3	1	2	3	2	2	2	18	56,25
8	Ernawati Puji Rahayu	4	4	2	2	1	1	1	2	17	53,13
9	Erynthia Agustin A.	4	2	2	1	1	3	2	2	17	53,13
10	Evi Kurniawati	2	4	4	1	1	3	2	3	20	62,50
Tim C											
11	Fauziah Khusnullaili	4	3	4	2	1	2	4	1	21	65,63
12	Fitriani	2	2	2	2	3	1	3	3	18	56,25
13	Henny Kusdiyati	1	1	4	4	4	3	1	2	20	62,50
14	Hesti Wulandari	3	3	2	2	1	4	3	2	20	62,50
15	Irma Yupita Apriliana	1	3	2	4	3	2	1	4	20	62,50
Tim D											
16	Ivana Rizki Aulia	4	3	3	2	2	1	4	2	21	65,63
17	Lufiana Alya Fatika	4	4	2	3	2	1	1	3	20	62,50
18	Maharani Deshinta K.	2	1	2	3	1	4	4	1	18	56,25

Hasil Analisis Aktivitas Belajar Siswa Siklus 1

Kelas XI Akuntansi 2 SMK N 1 Klaten

Tahun Ajaran 2014/ 2015

No.	Nama	Aspek Aktivitas Belajar Yang Diamati								Jumlah Skor	Presentase Individu (%)
		1	2	3	4	5	6	7	8		
Tim A											
1	Alyvia Khusnul Khotimah	4	4	3	2	3	3	1	3	23	71,88
2	Annisaa Khusnul Khotimah	2	2	3	2	2	4	1	1	17	53,13
3	Apriali Kustanti	4	3	4	2	3	3	2	3	24	75,00
4	Chandra Wahyuningtyas	3	2	2	4	4	3	2	3	23	71,88
5	Dwi Apriliana	4	3	4	4	3	3	2	3	26	81,25
Tim B											
6	Dwi Novi Sekarsari	3	2	2	3	4	2	1	3	20	62,50
7	Erlin Aprilia Nur Khasanah	2	2	3	3	3	1	2	3	19	59,38
8	Ernawati Puji Rahayu	4	4	1	1	3	2	2	1	18	56,25
9	Erynthia Agustin A.	2	2	2	3	1	3	2	2	17	53,13
10	Evi Kurniawati	1	4	2	3	1	1	2	3	17	53,13
Tim C											
11	Fauziah Khusnullaili	3	2	3	4	4	2	2	3	23	71,88
12	Fitriani	1	3	2	4	3	2	1	4	20	62,50
13	Henny Kusdiyati	3	1	2	4	2	3	2	2	19	59,38
14	Hesti Wulandari	1	2	3	2	3	2	2	2	17	53,13
15	Irma Yupita Apriliana	3	1	4	2	2	3	4	1	20	62,50
Tim D											
16	Ivana Rizki Aulia	3	2	1	2	4	2	3	2	19	59,38
17	Lufiana Alya Fatika	3	2	2	1	4	3	3	3	21	65,63
18	Maharani Deshinta K.	3	2	2	4	4	2	3	3	23	71,88

Hasil Analisis Motivasi Belajar Siswa Siklus 2

Kelas XI Akuntansi 2 SMK N 1 Klaten

Tahun Ajaran 2014/ 2015

No.	Nama	Aspek Motivasi Belajar Yang Diamati								Jumlah Skor	Presentase Individu (%)
		1	2	3	4	5	6	7	8		
Tim A											
1	Alyvia Khusnul Khotimah	4	4	2	3	2	2	3	4	24	75,00
2	Annisaa Khusnul Khotimah	3	2	2	3	2	4	4	4	24	75,00
3	Apriali Kustanti	3	4	3	3	4	3	2	3	25	78,13
4	Chandra Wahyuningtyas	2	2	4	3	4	3	3	4	25	78,13
5	Dwi Apriliana	4	3	4	3	3	4	4	3	28	87,50
Tim B											
6	Dwi Novi Sekarsari	2	2	2	3	4	3	4	4	24	75,00
7	Erlin Aprilia Nur Khasanah	3	3	3	2	4	3	4	2	24	75,00
8	Ernawati Puji Rahayu	4	4	3	2	3	3	4	2	25	78,13
9	Erynthia Agustin A.	3	4	4	3	3	3	2	3	25	78,13
10	Evi Kurniawati	2	4	4	4	3	3	2	3	25	78,13
Tim C											
11	Fauziah Khusnullaili	4	3	4	2	3	2	4	2	24	75,00
12	Fitriani	4	2	3	2	3	3	3	4	24	75,00
13	Henny Kusdiyati	4	4	4	4	4	2	2	2	26	81,25
14	Hesti Wulandari	3	3	3	2	3	4	2	3	23	71,88
15	Irma Yupita Apriliana	3	3	2	4	3	2	3	4	24	75,00
Tim D											
16	Ivana Rizki Aulia	4	3	3	2	2	3	3	4	24	75,00
17	Lufiana Alya Fatika	4	4	2	3	3	3	3	3	25	78,13
18	Maharani Deshinta K.	4	4	2	3	3	3	3	3	25	78,13

Hasil Analisis Aktivitas Belajar Siswa Siklus 2

Kelas XI Akuntansi 2 SMK N 1 Klaten

Tahun Ajaran 2014/ 2015

No.	Nama	Aspek Aktivitas Belajar Yang Diamati								Jumlah Skor	Presentase Individu (%)
		1	2	3	4	5	6	7	8		
Tim A											
1	Alyvia Khusnul Khotimah	4	4	3	2	3	2	4	3	25	78,13
2	Annisaa Khusnul Khotimah	2	2	3	2	4	4	4	3	24	75,00
3	Apriali Kustanti	4	2	2	4	3	3	4	3	25	78,13
4	Chandra Wahyuningtyas	3	2	3	4	4	3	2	3	24	75,00
5	Dwi Apriliana	4	2	4	4	4	3	4	3	28	87,50
Tim B											
6	Dwi Novi Sekarsari	3	3	2	3	3	4	3	3	24	75,00
7	Erlin Aprilia Nur Khasanah	2	4	4	3	3	3	2	4	25	78,13
8	Ernawati Puji Rahayu	4	4	3	3	3	2	2	4	25	78,13
9	Erynthia Agustin A.	3	3	2	3	4	3	2	4	24	75,00
10	Evi Kurniawati	3	4	2	3	3	3	3	3	24	75,00
Tim C											
11	Fauziah Khusnullaili	3	2	3	4	4	3	2	3	24	75,00
12	Fitriani	4	2	2	4	3	2	4	4	25	78,13
13	Henny Kusdiyati	3	4	2	4	2	3	2	3	23	71,88
14	Hesti Wulandari	4	4	3	3	3	3	3	2	25	78,13
15	Irma Yupita Apriliana	3	4	4	2	2	3	4	3	25	78,13
Tim D											
16	Ivana Rizki Aulia	3	2	4	4	4	2	3	2	24	75,00
17	Lufiana Alya Fatika	3	2	2	4	4	3	3	3	24	75,00
18	Maharani Deshinta K.	3	2	4	3	4	3	3	3	25	78,13

CATATAN LAPANGAN

SIKLUS 1 (Pertemuan ke 1)

Hari : Rabu
 Tanggal : 8 April 2015
 Jam ke : 3-4
 Materi : 1. Pengertian pasar uang
 2. Lembaga-lembaga dalam pasar uang dan pasar modal
 3. Fungsi pasar uang
 4. Tujuan pasar uang dan pasar modal
 5. Instrument pasar uang

Jumlah siswa : 37 siswa

Catatan :

Proses pembelajaran dimulai pukul 08.30 WIB. Guru mengawali pembelajaran dengan doa dan melakukan presensi dikelas kemudian guru mengadakan tanya jawab (apersepsi) dengan siswa secara mandiri untuk mengetahui sejauh mana pengetahuan siswa mengenai pasar uang. Guru menerangkan kepada siswa materi pasar uang selama 30 menit. Guru menjelaskan mengenai metode pembelajaran yang akan diterapkan, yaitu pembelajaran kooperatif tipe STAD.

Guru kemudian membagi siswa ke dalam 7 kelompok dengan anggota setiap kelompok 5 orang dan ada 2 kelompok yang beranggotakan 6 orang. Guru mempersilahkan siswa untuk berdiskusi dalam kelompok seputar materi yang telah disampaikan. Guru memberikan latihan soal yang bersifat kelompok kemudian setiap kelompok mendiskusikan soal tersebut selama 10 Menit. Guru mempersilahkan siswa kembali duduk di posisi semula dan kemudian guru memberikan penyegaran dan ulasan singkat mengenai materi pasar uang. Guru memberikan latihan soal yang bersifat individu untuk dikerjakan masing-masing siswa secara individu dan mandiri selama 10 menit. Guru menyimpulkan materi yang telah dipelajari bersama siswa dan kemudian guru menutup pertemuan dengan salam.

Berdasarkan pengamatan siklus 1 diketahui siswa masih mengalami kendala dalam memahami materi, hal ini dikarenakan sumber materi pelajaran masih terbatas, disamping itu, motivasi dan aktivitas yang ditunjukkan siswa selama diskusi berlangsung masih rendah karena siswa belum terbiasa dengan model pembelajaran tersebut. Siswa juga masih kurang percaya diri untuk mengerjakan latihan soal baik soal kelompok maupun soal individu.

CATATAN LAPANGAN

SIKLUS 2 (Pertemuan ke 2)

Hari : Sabtu
 Tanggal : 11 April 2015
 Jam ke : 3-4
 Materi : 1. Pengertian pasar modal
 2. Fungsi pasar modal
 3. Manfaat pasar modal
 4. Jenis-jenis pasar modal
 5. Instrumen pasar modal
 Jumlah siswa : 37 siswa
 Catatan :

Proses pembelajaran pada siklus kedua dimulai pukul 08.30 WIB. Guru mengawali pembelajaran dengan doa dan melakukan presensi di kelas kemudian guru mengadakan tanya jawab (apersepsi) dengan siswa secara mandiri untuk mengetahui sejauh mana pengetahuan siswa mengenai pasar modal. Guru menerangkan kepada siswa materi pasar modal selama 30 menit. Guru menjelaskan mengenai metode pembelajaran yang akan diterapkan, yaitu pembelajaran kooperatif tipe STAD.

Guru kemudian membagi siswa ke dalam 7 kelompok dengan anggota setiap kelompok 5 orang dan ada 2 kelompok yang beranggotakan 6 orang. Guru mempersilahkan siswa untuk berdiskusi dalam kelompok seputar materi yang telah disampaikan. Guru memberikan latihan soal yang bersifat kelompok kemudian setiap kelompok mendiskusikan soal tersebut selama 10 Menit. Guru mempersilahkan siswa kembali duduk di posisi semula dan kemudian guru memberikan penyegaran dan ulasan singkat mengenai materi pasar modal. Guru memberikan latihan soal yang bersifat individu untuk dikerjakan masing-masing siswa secara individu dan mandiri selama 10 menit. Guru menyimpulkan materi yang telah dipelajari bersama siswa dan kemudian guru menutup pertemuan dengan salam.

Berdasarkan pengamatan pada siklus 2 ini, proses pembelajaran lebih optimal dikarenakan siswa sudah lebih memahami materi dan siswa mulai terbiasa dengan metode pembelajaran yang diterapkan. Di samping itu siswa lebih percaya diri dalam mengerjakan soal yang diberikan oleh guru baik soal kelompok maupun soal individu. Terlihat pula motivasi dan aktivitas belajar siswa yang meningkat dari siklus pertama.

DOKUMENTASI



Figur 12. Guru menerangkan materi pembelajaran



Figur 13. Siswa berdiskusi dalam kelompok



Figur 14. Siswa mengerjakan soal kelompok



Figur 15. Siswa mengerjakan soal individu secara mandiri